

Salisbury
STATE UNIVERSITY



GRADUATE CATALOGUE

1996-98

Salisbury State University

1996-1998 Graduate Catalogue

Salisbury, Maryland 21801-6860



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General Information

Mailing Address

Salisbury State University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission Dean of Admissions
Transcript of Record Registrar
Business Matters Vice President of Business
and Financial Affairs
General Matters Director of Public Relations
Graduate Admission Dean of Admissions
Summer Session/Winter Term Registrar

Information about Salisbury State University, including a colorful photo tour, is available on the University's home page at the following Web site: <http://www.ssu.edu>.

Telephone Numbers

410-543-6000 FAX 410-543-6068
TTY 410-543-6083

Catalogue Notice

This catalogue is a guide for information and not a contract. The University reserves the right to change requirements for degrees, prerequisites, fees, scheduling and related matters. All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, published biannually by the Office of the Registrar, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, SSU provides student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Students who want more or less than directory information released should notify the Dean of Students Office, Guerrieri University Center.

University Calendar

The University calendar is published each semester in the *Registration Bulletin*. A two-year calendar is available from the Office of Academic Affairs.

Equal Opportunity Policy

Salisbury State University provides equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status or handicap as required by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other equal opportunity regulations. The University makes all decisions regarding employment—including recruitment, hiring, promotion and all other terms and conditions of employment—without discrimination. Inquiries should be directed to the Affirmative Action Officer, Salisbury State University, 1101 Camden Avenue, Salisbury, MD 21801. Telephone 410-543-6025.

Accreditations

Salisbury State University is accredited by the following groups and organizations:

American Assembly of Collegiate Schools of Business
American Chemical Society
American Medical Association Committee on Allied Health Education and Accreditation
Council on Social Work Education
Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences
National League for Nursing

Designations

Salisbury State University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

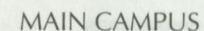
Memberships

Salisbury State University is a member of the following organizations:

American Association for Higher Education
American Association of State Colleges & Universities
American Council on Education
American Educational Research Association
College Entrance Examination Board
North Eastern Association of Graduate Schools
Council on Social Work Education
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education

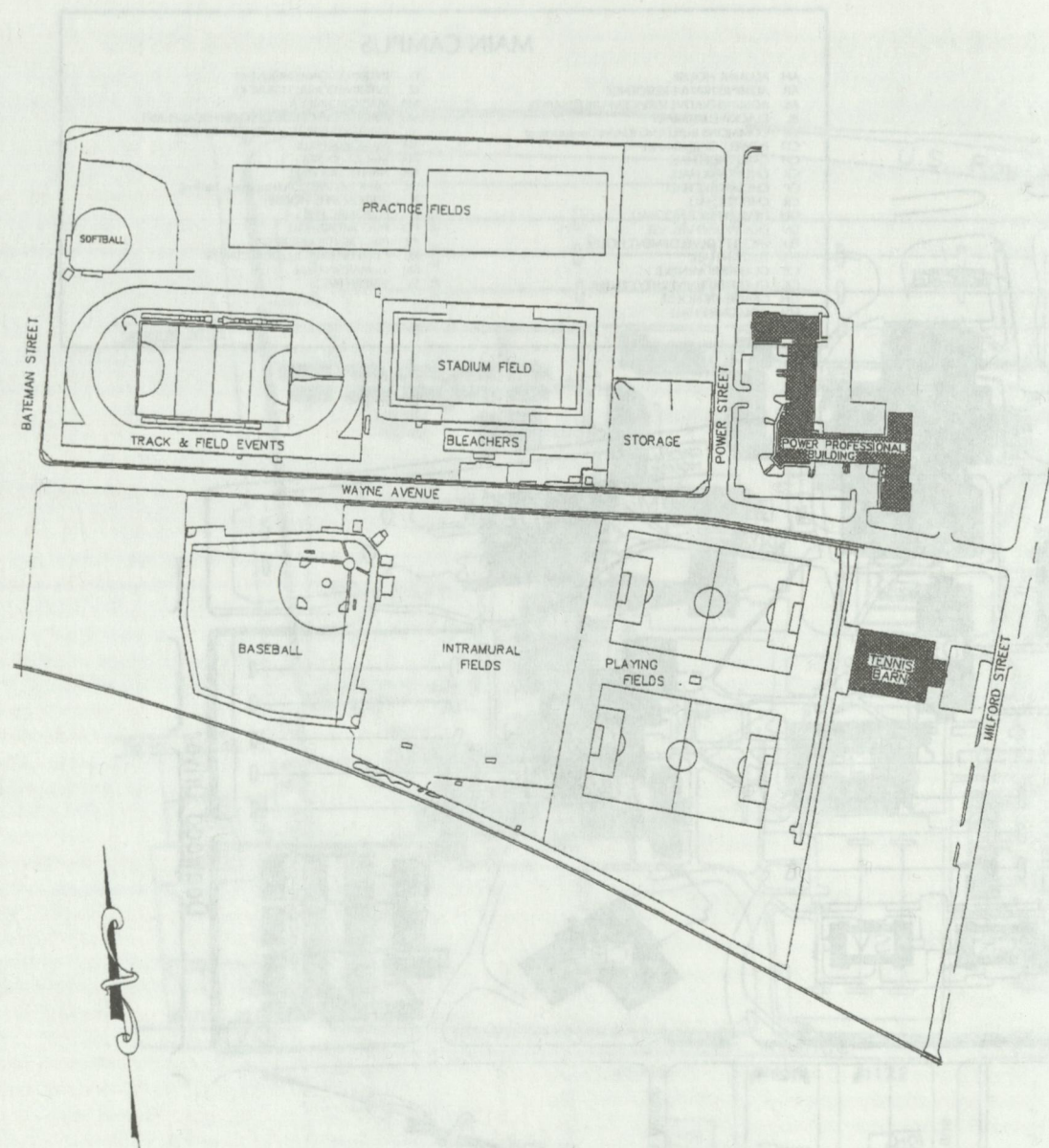
University of Maryland System

Salisbury State University is a member of the University of Maryland System, which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.



- | | | | |
|----|---------------------------------------|----|--------------------------------------|
| AH | ALUMNI HOUSE | I1 | INTERNATIONAL HOUSE #1 |
| AR | ADMINISTRATIVE RESIDENCE | I2 | INTERNATIONAL HOUSE #2 |
| AS | ADMINISTRATIVE SERVICES/PUBLIC SAFETY | MA | MAGGS ANNEX A |
| BL | BLACKWELL LIBRARY | MB | MAINTENANCE BUILDING/PHYSICAL PLAN I |
| CB | COMMONS BUILDING (Under Construction) | MC | MAGGS PHYSICAL ACTIVITIES CENTER |
| CD | POWELL DINING HALL | MK | MANOKIN HALL |
| CH | CARUTHERS HALL | MX | MAGGS ANNEX |
| CK | CHOPTANK HALL | NA | NANTICOKE HALL |
| CP | CHESAPEAKE HALL | OC | OFFICE COMPLEX (Temporary Trailers) |
| CR | CHESTER HALL | PL | PHILOSOPHY HOUSE |
| DH | DEVILBISS SCIENCE HALL | PH | POTOMAC HALL |
| DV | DOGWOOD VILLAGE | PO | POCOMOKE HALL |
| FD | FACULTY DEVELOPMENT HOUSE | PR | PRESIDENT'S RESIDENCE |
| FH | FULTON HALL | RC | CONFLICT RESOLUTION CENTER |
| GB | GUERRIERI ANNEX B | SM | ST. MARTIN HALL |
| GC | GUERRIERI UNIVERSITY CENTER | SV | SEVERN HALL |
| GH | GRADUATE HOUSE | | |
| HH | HOLLOWAY HALL | | |

Campus Map



The University

Mission Statement

Salisbury State University is a comprehensive institution of higher learning offering a traditional liberal arts curriculum and a variety of preprofessional and professional programs on both the graduate and undergraduate levels. The following Mission Statement, approved by the faculty and the administration in 1984, expresses the ideals which underlie the service of the University to its students and to the regional and state community of which it is a part.

The faculty and administration of Salisbury State University accept the responsibility of fostering in our students an ability to obtain, understand and accurately assess information and ideas; to think reasonably and independently; and to speak and write intelligently and effectively.

To give focus and direction to the students' courses of study, the University is committed to introducing students to a system of ideas about the nature of humanity, the universe and the world created by art and thought. To this end, the University offers as the cornerstone of learning an integrated curriculum which examines the salient ideas in the humanities, social sciences, natural sciences and mathematics. This curriculum serves students both as the foundation for specialized study and as the source for a set of convictions which can guide the conduct of their lives.

Furthermore, the University assumes that what we teach and how we teach ought to foster in our students a disposition for responsible conduct. As such, we are committed to encouraging attitudes of integrity and fairness, respect for others, dedication to the pursuit of truth and the willingness to uphold and to challenge one's own convictions. It is expected that these attitudes will instill in our students a desire to do things well, to sustain rather than disparage high principles and to participate as informed, committed citizens in the public forum.

The University also assumes the responsibility of preparing students to work confidently and effectively in their chosen careers; to this end we provide practicable counseling and a number of professional and technical degree programs. Career preparation is not the exclusive province of such programs; however, certain attributes—the power to think clearly, judge soundly and communicate effectively, the ability to interact with people in a productive and considerate way, and the capacity to adapt and learn in new and unfamiliar situations—must be learned in all courses. And, most important, we attempt to instill in our graduates a spirit of dedication to their vocations and a sense of service to society.

The University also is committed to graduate study beyond the baccalaureate level. To help graduate students enrich and extend their knowledge and competence in their respective fields of study, the University

encourages them to embrace an ethos dedicated to the continuing acquisition of knowledge and the pursuit of the intellectual ideal. We expect those engaged in graduate study to commit themselves to excellence through the consistent exercise of coherent thought, sound judgment and effective communication.

The University recognizes that the students have needs and interests that go beyond the scope of academic life; therefore, we provide additional services and sponsor extracurricular and cocurricular activities consistent with the goals and purposes of the institution. Services that support the physical and mental health of the students—and activities such as student government, athletics and cultural events that enhance their lives—are sponsored by the University as necessary components of the education of the whole person.

Finally, we recognize the important contribution that the University and our faculty make to the local region; therefore, we provide to the surrounding community, when and where feasible, the cultural, social and professional resources of the University.

History

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences, providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the state board of trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in English (1974), a Master of Arts in psychology (1975), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982), a Master of Education with a major in public school administration (1994) and a Master of Arts in Teaching (1996).

In 1988, the state Legislature approved the name change from College to University. Today, Salisbury State University is a nationally accredited, four-year comprehensive university offering 36 distinct undergraduate and graduate degree programs in a friendly

atmosphere that encourages close relationships between faculty and students.

Location

Salisbury State University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of 70,000 and lies 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore, MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

Organization

Responsibility for the administration of the University is assigned to the president, who is appointed by the University of Maryland System Board of Regents. The president is assisted in the administration of the University by academic, student services and business administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology offer the University's curriculum. School deans, department heads and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting, business administration, economics and management information systems.

The School of Education and Professional Studies includes the faculties of education, military science, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, English, history, liberal studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology and sociology.

The Richard A. Henson School of Science and Technology includes the faculties of biology, chemistry, environmental health, geography and regional planning, mathematical and computer sciences, medical technology, nursing, physics and respiratory therapy.

The Graduate Council

The Graduate Council is the policy-making and coordinating body for graduate study in the University. The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs. The council shall approve all changes in the graduate curriculum, evaluate trends in graduate education, and make recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

The Graduate Council consists of the University provost, the dean of admissions and the registrar (all

ex officio); one member from each of the graduate programs in education, English, psychology, business and nursing; one member elected at large from the graduate faculty of the Henson School of Science and Technology; and two members elected at large from the graduate faculty of those departments which do not have master's degree programs in the Fulton School of Liberal Arts and the School of Education and Professional Studies.

Facilities

The **Administrative Services Building**, situated at the Route 13 entrance, houses the Administrative Services, Telecommunications, Work Experience and Public Safety offices.

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations and Institutional Advancement.

The **Bellavance Honors Center**, on the corner of Camden Avenue and Loblolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

The **Blackwell Library**, located near the center of the campus, houses 430,000 items in open stacks, including books, bound periodicals, government documents and a curriculum laboratory. The library subscribes to 1,650 periodicals and has extensive non-book resources including cassettes, filmstrips, microforms and phono recordings.

The **Caruthers Hall**, situated near Route 13 to the right of the University's main entrance, houses the Learning Center; department offices for social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes public radio station WSCL.

The **Center for Conflict Resolution**, located on the southwest corner of Camden and College avenues, houses a joint effort between the Wicomico County Board of Education and the University which helps students and community members develop skills for building harmonious relationships among people.

The **Computer Center** is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX Cluster. The academic computer system makes on-line terminals and printers available to students in both the Computer Center and Devilbiss Hall. IBM PCs also are available in Devilbiss Hall, and there are three labs in Blackwell Library containing Apple, IBM PC and PC-compatible microcomputers. Available in the Computer Center is a Cal Comp 1041 plotter. Two additional rooms containing microcomputers and terminals are reserved for faculty use. A Scantron Optical Mark Reader for processing examinations, evaluations and surveys is also available.

The **Devilbiss Science Hall** is located at the south end of the campus mall. In addition to 22 classrooms and 27 offices, it contains laboratories for biological sciences, chemistry, geography and physics. Special features in this building are a theatre-lecture hall seating 224 and a greenhouse.

The **Faculty House**, situated on Camden Avenue across from Nanticoke Hall, is a forum for faculty meetings and professional gatherings. A large, partially se-

cluded rear yard is also available for faculty events.

The **Fulton Hall**, the newest academic facility on campus, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, the Computer Center, the dean's office, general purpose classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries at Salisbury State University** extends the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Graduate House**, on Camden Avenue across from the residence halls, features seminar rooms, quiet study areas, lounges and a computer room with four computers, modems and a laser printer.

The **Guerrieri University Center**, located on Dogwood Drive, includes a lounge, snack bar, bookstore, meeting rooms, campus post office, commuter and resident mailboxes, games room, service desk, Student Affairs, Career Services and Student Counseling Services, the Atrium Gallery, student radio station WSUR and offices of student organizations and of Multiethnic Student Services. An automated teller machine (ATM) is located just outside the north entrance.

The **Holloway Hall**, the administrative office building of the University, contains most administrative and faculty offices, some classrooms and the Franklin P. Perdue School of Business. Holloway Hall also houses a modern 776-seat auditorium and the Social Room.

The **International House**, adjacent to the campus, serves as the residence for four students and provides a focal point for internationally oriented activities of international and native students, faculty and administrators.

The **International Students' Residence**, on the northeast corner of Camden and College avenues, provides residence-hall-style housing for seven international students and a house manager.

The **Learning Center**, located in Caruthers Hall, provides a range of services for students needing academic assistance including diagnostic testing, individual and small-group tutoring, self-paced learning programs, and formal courses in basic skill areas of reading, writing, mathematics and study techniques. The center is open daily for walk-in or referral visits.

The **Maggs Physical Activities Center** includes a large arena, swimming pool, dance studio, Nautilus center, strength room, classrooms, offices, large multipurpose gymnasium, indoor tennis facility with three tennis courts for recreational and varsity team use, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The **Maintenance Building** houses Central Stores and the Motor Pool.

The **Outdoor Athletics Facilities** include a multi-use stadium; varsity fields for baseball, field hockey, soccer and softball; practice fields; an all-weather, 400-meter track; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an Astroturf infield, the only one in the state.

The **Philosophy House**, adjacent to campus on College Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

The **Potomac Hall** houses classrooms, faculty offices and the Modern Languages Laboratory.

The **Powell Dining Hall**, near the center of the campus, serves approximately 3,500 meals per day in its two diverse settings.

The **Power Professional Building**, located by the athletics fields on the east campus, houses laboratories and offices for medical technology, nursing and respiratory therapy; offices for computer science, mathematics and military science; and the Research Center for Delmarva History and Culture.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

The **Research Center for Delmarva History and Culture**, formed by the merger of the Delmarva Historical Archives Center and the Folklore Archives at Salisbury State University, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula. It is available to students at SSU, other scholars and researchers, and to the community at large. Collections include private papers, letters, diaries, business and land records, oral histories and folklife studies from and about the Delmarva Peninsula. The center is in the Power Professional Building and is open during the academic year and by appointment.

The **Residence Halls** offer students a variety of living environments and lifestyle options. Pocomoke and Wicomico halls house freshman men, Manokin and Nanticoke halls house freshman women. Coeducational facilities include Chesapeake, Chester, Choptank, St. Martin and Severn halls. Dogwood Village, a modular housing complex, consists of 14 buildings, each housing 10 students in single rooms. The halls feature lounges offering television, conversational groupings and study areas as well as laundry and vending facilities.

Student Health Services, located in the south end of Holloway Hall, includes a waiting room, four treatment rooms, a combined utility room/laboratory and two offices.

Centers and Institutes

The **Center for Economic Education** is an affiliate of, and is supported by, both the State of Maryland's Council for Economic Education and the federal Joint Council for Economic Education. Its principal objective is to improve and expand the level of economic understanding of school children in Dorchester, Somerset, Wicomico and Worcester counties. The CEE offers workshops to area teachers to enhance their own understanding of the economy and to assist them in developing the economic content of social studies curricula.

The **Center for Technology in Education**, located within Caruthers Hall Suite 126, houses the Education Technology Lab and administrative offices. The center's purpose is four-fold: to provide basic training

in computer-assisted instruction for classroom teachers and other educational personnel, to introduce teachers and other educational personnel to state-of-the-art technology for classroom and administrative applications, to perform research into the use of technology for classroom instruction, and to participate in program development to enhance technology literacy of school people throughout the nine-county region.

The **European American Business Institute** promotes cooperation between business schools and chambers of commerce in Europe and the United States. This alliance offers help to small and medium-sized enterprises in entering European and American business ventures. Business venture exploratory meetings have been held in various locations in the United States and abroad.

The **Mid-Atlantic Sales and Marketing Institute**, created by the Perdue School marketing faculty as a community service, provides marketing and related consulting services to both business and other organizations in the region. Funds raised by the institute support academic and instructional programs at the Perdue School.

The **Perdue Center for Professional Development** provides quality education and training programs for regional business owners and other professionals using academic resources and existing business expertise. The center sponsors and conducts seminars throughout the Eastern Shore. Special in-house customer training is also provided on a request basis.

The **Lower Shore Manufacturing Network** stimulates and facilitates the development, application and commercialization of existing and emerging technologies on the lower Eastern Shore. The LSMN coordinates the efforts of the business community, the educational system and the government to meet economic development needs. The LSMN is operated under a grant from the Maryland Office of Technology Development.

The **Small Business Development Center** is a joint federal (Small Business Administration) and state (Department of Economic and Employment Development) project and is part of a national network of centers. The center's purpose is to provide expert counsel, advice and educational programs to small businesses in the region, as well as to individuals who want to start a new business. The SBDC serves all eight counties on Maryland's Eastern Shore and has offices in Wye Mills as well as Salisbury. SBDC activities complement the function of the Small Business Institute (SBI), which is also housed in the Perdue School.

Graduate Student Association

The Graduate Student Association helps to promote social, academic and professional opportunities for all graduate students at Salisbury State University. The GSA also acts as a liaison between the Graduate Council (the administrative and graduate faculty governing body of graduate programs) and the graduate student body. The GSA works closely with the Graduate Council to promote quality programs and services for graduate students.

The Graduate Student Association at Salisbury State University is a member of the National Association of Graduate and Professional Studies and the Association for the Support of Graduate Students.

The GSA is open to all graduate students at Salisbury State University. The campus address is Graduate Student Association, Salisbury State University, Campus Box 3076, Salisbury, MD 21801-6860. Our e-mail address is gsa@ssu.edu. Further information on GSA meetings, activities and services for graduate students is available at the Graduate House, located at 1204 Camden Ave. The Graduate House affords a relaxing, yet structured atmosphere for group work, individual study, research and networking with other graduate students.

Alumni Association

The Alumni Association maintains ties with 19,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury State University, to promote a professional and ethical spirit that will characterize SSU's alumni members, to encourage participation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury State graduates and undergraduates.

The University Office of Alumni Relations serves as a liaison between the association, the University and alumni.

Student Life

The first task of education is to endow students with knowledge and habits of mind which will enable and encourage them to act responsibly, intelligently and civilly at home, on the job, in the community—in other words, to be truly human in both the public and private spheres of their lives.

SSU Mission Statement
Amplified Version, 1984

General Information

Student programs and services exist at Salisbury State University to complement the academic mission of the institution, which is to develop graduates who assume their responsibilities as citizens. Recognizing that much of citizen development takes place outside the classroom through student programs, activities, organizations and services, professional staff focus on enhancing the teaching/learning environment for students and faculty, and on advancing the personal development of scholars.

These goals are accomplished, in part, by services, programs and staff in the offices of Student Affairs, Career Services and Student Counseling Services, Student Health Services, Guerrieri University Center, Multiethnic Student Services, Public Safety, Housing and Residence Life, Campus Recreation, University Dining Services, Athletics, and Student Activities and Organizations.

Programs and Services

Blackwell Library

Blackwell Library offers intellectual support to the University through its collections of books, periodicals, microforms, government documents and related services. The library has approximately 275,000 volumes and subscribes to 1,600 periodicals.

The library provides direct on-line access to the library catalogues of Salisbury State and the other University of Maryland System (UMS) campuses through the VICTOR computer network. The VICTOR system permits SSU students, faculty and staff to borrow directly from other UMS libraries by allowing them to electronically place "Holds" on needed materials. In addition, VICTOR offers free access to UNCOVER, a general periodical index, and to many other library catalogs and specialized databases.

Other Blackwell Library services include CD-ROM access to ERIC, ACADEMIC ABSTRACTS, SOCIAL SCIENCES INDEX, MLA, CINAHL and GENERAL

SCIENCE ABSTRACTS; FIRSTSEARCH, a do-it-yourself on-line search service for many specialized databases; on-line searching by staff in the DIALOG system; and an interlibrary loan service for periodical articles and books not in the University of Maryland System. The library also provides photocopy machines, plus group and individual study rooms.

Book Rack

The Book Rack provides students with the textbooks and supplies necessary for their classes. Textbooks are available for purchase approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price **prior to the last day of Drop/Add only**, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. **All returns are subject to the discretion of the management.**

The Book Rack also carries a large selection of reference and general reading books, a variety of SSU-imprinted clothing and giftware, Hallmark cards, snacks, health and beauty items, CDs and tapes, and film processing. Specialty shops include the Greek shop and the computer/electronics shop. With proper identification, personal checks, VISA and MasterCard are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of formal and informal activities which encompass team sports, individual and dual sports, outing activities and competitive and noncompetitive activities. In addition to the obvious benefit of physical fitness, participants also obtain improved skills, new and lifelong friends, some self-satisfaction and enjoyment, lifelong leisure-time skills, and social and ethical qualities (cooperation, trust, regard for others, etc.). These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

More information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 30 different intramural events

throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include box lacrosse, five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, sports trivia, tennis, three-on-three basketball, turkey trot, volleyball, walleyball and water polo, Earth Day 5K, three-point shoot-out and wrestling.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cycling, golf, ice hockey, martial arts, men's rugby, outdoor, sailing, weightlifting, boxing, canoeing, fencing, golf, women's rugby, men's volleyball and wrestling.

Recreational Facilities

Facilities available to all SSU students include a strength room, Nautilus center, dance studio, racquetball courts, pool, gymnasium areas, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Career and Student Counseling Services

Career Services functions as an intermediary agency where students and alumni may receive assistance in defining and implementing their career goals. The office additionally provides student development workshops. This series of structured groups provides skill training to students. Recent topics include time management, habits not diets, relaxation training, looking good and feeling good, and peak performance.

University staff also recognize that many students experience stress and personal problems which interfere with academic success. Special problems might be of a personal relationship, family, academic or vocational nature. Student Counseling Services can help you with such problems as performance anxieties, sexuality concerns, loneliness, shyness, relationships, drug/alcohol, depression, weight/eating concerns and death/loss concerns.

Information and appointments with a professional counselor can be made by stopping by the offices in the Guerrieri University Center. Students may take advantage of walk-in hours.

Career Services

Career Counseling
 Selection of a college major
 Development of a career path
 Changing career directions
 Occupational Interest Testing
 Personal Career Planning Classes
 Career Planning Workshops
 Resume writing
 Interview skills
 Graduate schools
 Selecting a college major

Job Placement Counseling
 Resume preparation
 Interview skills
 Job search procedures
 Employer identification

Job Alerts

On-Campus Recruiting
 Credential Service
 Career Library
 Books
 Pamphlets and Brochures
 Audio Tapes
 Guides
 Charts

Student Counseling Services

Personal Counseling

Center for Conflict Resolution

The Center for Conflict Resolution, based in the two-story red brick house on the southwest corner of College and Camden avenues, endeavors to provide students and the University community with the means to replace adversarial and violent modes of resolving conflict with nonviolent, collaborative processes and techniques. Through the center, individuals and groups can learn to communicate constructively, thoughtfully and compassionately. Cooperation among people in conflict can be enhanced so that they see their mutual involvement and responsibility.

The center offers mediation of disputes (including but not limited to financial, housing and other University service matters), classes in conflict resolution and mediation skills (with the opportunity to teach the skills in local schools and/or become a peer mediator), and sponsorship of speakers and events promoting the resolution of social conflict by addressing issues of injustice. It also serves as the headquarters of the interdisciplinary conflict resolution and peace studies minor. The C. Phillip Bosserman Peace Library is on the main floor of the center and contains reference materials related to social justice, peace studies, conflict resolution and other relevant information.

Computer Center

The Computer Center is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX Cluster. The academic computer system with on-line terminals and printers is available to students in both the Computer Center and Devilbiss Hall. IBM PCs also are available in Devilbiss Hall and there are three labs in Blackwell Library containing Apple IIe, IBM PC and PC-compatible microcomputers. Available in the Computer Center is a Cal Comp 1041 plotter. Two small additional rooms containing microcomputers and terminals are reserved for faculty use. A Scantron Optical Mark Reader used to process examinations, evaluations and surveys is also available.

Dining Services

University Dining Services (UDS) proudly provides diverse dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides fi-

nancial support for students through work experience as well as paid internships in conjunction with academic studies.

Powell Dining Hall, the hub of activity of Dining Services, encompasses two main dining rooms: the Maryland Room provides quick cafeteria service for students on the go while the Salisbury Room provides alternative dining at a leisurely pace with an upscale, fine-dining atmosphere. The Salisbury Room is further enhanced by demonstration cooking and gourmet dessert and coffee stations. Through the Festival of Foods, Dining Services heightens the excellent daily bill of fare with specialty meals.

The Gull's Nest, located in the Guerrieri University Center, offers a variety of breakfast, lunch and dinner services including hot entrees, sandwiches, burgers, pizza, salads, etc. Pizza delivery is available to the campus community and food carts are available in all academic buildings. The Gull's Nest operates Monday-Friday and is available for special events coordinated through student organizations.

University Catering services to the campus community include everything from box meals to formal sit-down dinners as well as concessions and tent rentals. Catering also provides a work experience for students.

Disabled Student Services

In an effort to assist each student in reaching his or her full potential, Salisbury State University seeks to aid those students with special needs as they function in the classroom and live day-to-day on the campus. Students capable of academic success, regardless of their disabilities, are admitted to Salisbury State. Faculty and staff work cooperatively to assist students with special needs in their educational endeavors and adjustment to the campus community.

Salisbury State University is recognized as a barrier-free campus. Residence hall space for disabled students is available in six of 10 buildings.

Prospective students are encouraged to visit the University to become familiar with the campus and meet the support staff prior to making their final acceptance decision. The Student Affairs Office welcomes inquiries from students with special needs.

Eastern Shore Regional Safe Communities Center

The Eastern Shore Regional Safe Communities Center promotes alcohol and drug education by coordinating programming and prevention activities about alcohol, drugs, highway safety and related issues. The center also maintains a referral network for agencies that offer services related to alcohol and drug issues.

Funded through grants from the Maryland Department of Transportation and the Alcohol and Drug Abuse Administration, the center is a regional resource center offering audiovisual listings, printed materials, instructional aids, program support and training services to students, the University community and the Eastern Shore of Maryland. All services are free and confidential.

The center is located in Holloway Hall Room 022 (downstairs from Student Health Services).

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and

students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include a lounge, quick service restaurant, bookstore, meeting rooms, campus post office, commuter and resident mailboxes, games room, service desk, the Student Affairs Office, Career Services and Student Counseling Services, Multiethnic Student Services, an art gallery, student radio station WSUR and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

International Student Services

This office was created to satisfy the needs of an expanding population of international students on the campus. The services are coordinated by the Admissions and Student Affairs staffs.

The Admissions Office guides international students through the official process of admission, offers assistance in completing various documents required to gain and maintain approved status with the United States Immigration and Naturalization Service, and provides assistance with required test-taking, evaluation of credentials and placement.

The Student Affairs staff provides services in social and academic areas of students' lives. Orientation to campus and the greater Salisbury area, new educational methods, insurance assistance, and academic and personal counseling are all a part of introducing international students to their new way of life.

The office also provides cultural programs, which integrate the international and American students as well as campus and Salisbury communities.

Additionally, there are two International Houses which serve as residences for 14 students. Both are adjacent to the campus and are under the auspices of the Housing and Residence Life Office. The International House, located on College Avenue, holds an International Students Services Office and is a home to the International Group, a social organization which supports students and helps them adjust to American culture. The same house provides a focal point for interests represented by international and native students, faculty and administrators. It is a location for many educational programs and social activities.

Multiethnic Student Services

Multiethnic Student Services was established in 1989 to complement efforts already demonstrated by the institution to ensure an academically successful and socially enjoyable experience for its multiethnic student population. Multiethnic Student Services assists minority students with their environmental adjustment task by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the minority population.

Services and programs provided reflect Salisbury State University's multiethnic students' interests and concerns, and serve to enhance the intellectual and multicultural experiences of all students.

Activities sponsored represent a part of an institu-

tional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

On-Campus Student Employment

Salisbury State University employs over 900 undergraduate and graduate students every year. Employment opportunities are offered to full-time students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They are trained in their respective departments of employ and are evaluated at the end of their contract period by their supervisors.

The Work Experience Office also provides information regarding off-campus employment to students who are registered with the program. Area employers are aware of the wealth of services available to them via student employees and maintain regular contact with the Work Experience Office.

Post Office

The campus post office, located on the first floor of the Guerrieri University Center, offers full postal service from 8 a.m.-5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their identification cards.

Public Relations/Publications

Professional writers, editors, graphic designers, and media and public relations experts are available to assist students with publicity of significant achievements and community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. For a small fee, design services are available for the production of brochures, newsletters, posters, programs, etc. Students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh are supported. It is University policy that all contact with off-campus media, printers and public relations professionals come through PR/Publications, located on the second floor of Holloway Hall.

Public Safety

The Office of Public Safety, located in the Administrative Services Building, can be contacted 24 hours a day. Campus Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes a *Procedures, Policies and Services* brochure, including campus crime statistics. Copies and crime prevention materials are available upon request.

Student Activities and Organizations

Participation in cocurricular activities is a vital part of students' education and college experiences. The Office of Student Activities and Organizations, located on the second floor of the Guerrieri University Center,

is committed to assisting SSU students and organizations in assessing, planning, developing, promoting and evaluating meaningful environments conducive to personal, cultural, social, recreational and organizational growth. The office is a constant support network for students interested in the over 90 student organizations at SSU, and assists students in forming new organizations.

SSU's diverse organizations range from departmental clubs, such as the Student National Educator's Association and History Club, to student publications like *The Flyer* newspaper, *Evergreen* yearbook and *Scarab* literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the Student Organization for Activity Planning. The growing Greek system gives students the opportunity to consider membership in one of seven national fraternities or four national sororities.

The Office of Student Activities and Organizations additionally provides a leadership workshop series through the "Leadership Spa & Fun Times Resort," maintains databases on organization officers and advisors, publishes handbooks on policies and procedures and on the student organizations, advises Homecoming and Siblings' Weekend, and produces the annual student leader recognition "Celebration of University Leadership" awards show.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the academic mission of the University and create opportunities for personal growth. Student services include Counseling, Career Services, Student Health Services, the Eastern Shore Regional Safe Communities Center, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, and Multiethnic Student Services.

Student Health Services

Recognizing that good health is essential to effective learning, the University maintains a health service available to all full-time students (and part-time students who have paid a per semester fee). Student Health Services, located in the south end of Holloway Hall across from the library, provides confidential treatment of illness and injuries through a well-equipped facility and certified, experienced professional staff, including a physician, four nurses and three nurse practitioners with specialized training in university student health. Other services are available five minutes from campus at Peninsula Regional Medical Center which includes a modern 400-bed facility and an emergency room open 24 hours a day, seven days a week.

Inpatient care, i.e., 24-hour infirmary service, is not provided by Student Health Services; however, a nurse is "on call" on weekends (from Friday at 5 p.m. until Monday at 8 a.m.) via a pager system.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form.

An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a wide range of cocurricular health promotion and educational programs are provided in a variety of campus settings.

Hours are posted each semester at Student Health Services.

Telecommunications

The Telecommunications Office handles all facets of campus telephone service. Each room is equipped with a telephone jack enabling residents, who need to provide their own phone, to contact other rooms on campus and to receive outside calls. To call off campus, local or long distance, students may set up an account with the Cashier's Office.

Veteran Affairs

The Veteran Affairs Office provides service to veteran students, eligible dependents and active duty personnel. These services include application procedures, counseling, financial management and vocational rehabilitation. Initial contact for implementation of benefits should be directed to Veteran Affairs Office.

Policies and Procedures

Sexual Harassment Policy

Commensurate with its mission as an academic institution of high quality, Salisbury State University encourages an atmosphere of physical, psychological and social well-being which offers all members of the University community an environment that provides opportunity to work, learn and develop with the human dignity that caring people bestow on one another. There is no place in such an environment for intimidation or harassment of any kind; and more specifically, the Uni-

versity considers sexual harassment of both employees and students to be unacceptable behavior.

Salisbury State University has defined sexual harassment as unwelcome sexual attention, requests for sexual favors and other verbal or physical conduct of a nature which constitutes harassment in the following situations:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic evaluation.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile or offensive working and/or learning environment.

Vehicle Rules and Regulations

The University extends to students the privilege of driving and parking motor vehicles on the University campus. In return for this privilege, each student assumes the obligation of abiding by the rules and regulations of the University governing the use of motor vehicles on campus.

Each student who wishes to drive or park a motor vehicle on the campus must make application to do so at the time of academic registration. Application must also be made at any time following registration when a motor vehicle is brought onto the campus. A driver's license and state automobile registration card are required to register a vehicle.

Specific traffic rules and regulations are distributed to all students upon registration of a vehicle. It is the student's responsibility to thoroughly read and understand these regulations and to abide by them. Violations of the regulations will result in a fine and/or revocation of driving and parking privileges and/or possible impoundment of the vehicle at the student's expense. The University assumes no responsibility for the car and/or protection of any student's vehicle or its contents.

Vehicle registration is held in the Office of Public Safety, located in the Administrative Services Building, 410-543-6222, Monday-Friday, 8 a.m.-5 p.m. Special hours for evening students are held the first full week of school from 6-7:30 p.m., Monday-Thursday.

Graduate Study

Salisbury State University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education, the Master of Education with a major in public school administration, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in English, the Master of Arts in psychology and the Master of Science with a major in nursing. Graduate study also is available for teachers seeking advanced certification in reading and school administration and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters, the majority of graduate students enroll for courses conducted in the University's evening program. This program consists mainly of courses meeting once weekly throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open both to graduate students and advanced undergraduates is also available in the regular daytime program. In addition, graduate study is available during the University's summer session and winter term. Residence hall accommodations are available to graduate students only during the summer session and winter term.

Requirements for admission to graduate study include a completed Application to Graduate Study, the application fee and official transcripts from all undergraduate institutions. Additional requirements vary by specific program.

Graduate Studies Mission Statement

The faculty and administration of Salisbury State University accept the responsibility of enhancing in graduate students the ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury State University encourages students to expand knowledge and facility in their respective fields of study and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the capabilities, experience, professional involvement, instructional performance, scholarly productivity and service essential for high quality. It is recognized that continual research activities and professional service are major contributors to the maintenance of graduate-level teaching competence.

The faculty believe that the substance and method

of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to foster in students a desire for excellence, a reverence for high principles and the ability to participate as informed, committed citizens in the public forum.

The University prepares graduate students to work confidently and effectively in their chosen careers. It provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at whatever level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury State University provides college or university graduates with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, to improve skills in pursuing independent study, and to increase professional knowledge and ability through the study of new findings in areas of special interest.

The University also recognizes an obligation to college or university graduates residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

Admission to Graduate Study

Applications for graduate study are considered for individuals who have completed requirements for the bachelor's degree at a regionally accredited institution of higher learning or at an institution accredited by the Maryland Higher Education Commission. Students enrolled in their last semester prior to graduation for undergraduate study will be reviewed for admission provided that the most current transcripts are available. Admission to graduate study will be granted contingent upon the completion of the undergraduate degree prior to entering graduate study at Salisbury.

Students seeking admission to graduate study may obtain application materials from the Office of Admissions. A completed application will consist of the *Application for Admission to Graduate Study*, application fee and official transcripts from the baccalaureate granting institution and all institutions attended for graduate study.

Applicants must request the registrar of the undergraduate institution to forward an official copy of their undergraduate transcripts, showing completion of baccalaureate requirements, and must request the registrar of all graduate institutions attended to forward official copies of graduate study directly to the Office of Admissions. Applications are reviewed upon receipt of all required materials and applicants are formally notified of admission status.

Admission to graduate study does not constitute admission to a specific master's degree program. Students who have admission status but who have not been admitted to a master's degree program are considered non-degree students. Applicants seeking admission to a specific master's degree program must submit the appropriate requirements for that program. Upon admission to a master's degree program, applicants are degree-seeking students. Admission to the University is granted without regard to race, color, sex, religion or national origin.

Admission to a Master's Degree Program

Students indicating on their application forms an intent to pursue graduate study leading to a master's degree must meet the requirements for admission to the selected degree program. Students seeking information about a master's degree program should consult the "Graduate Degree Programs" section of this catalogue or address inquiries to the appropriate program director. Upon students' meeting such requirements, the respective program directors formally notify the students of admission to the degree programs selected and assign faculty advisors to assist in formulating plans of study appropriate for the students' needs.

Non-Degree Students And Non-Degree Credits

Students who have been admitted to the University for graduate study but who have not been admitted to a master's degree program are considered non-degree students. Those students may enroll in graduate courses with the approval of the appropriate program director.

Once accepted for graduate study, graduate non-degree (GND) students may continue to enroll for graduate credit as long as all other academic regulations are satisfied. A maximum of nine semester hours of credit earned at Salisbury State University prior to formal admission to a master's degree program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program desired.

Continuous Registration

Students admitted to graduate study must maintain continuous registration by registering for at least one course every calendar year. Students who do not register for a course each calendar year are automatically withdrawn from graduate study and must apply for readmission.

Readmission requires payment of the application fee, but not submission of any other documents if the readmission is sought within seven years from the time of initial admission.

Admission of International Students

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all documents required for admission by May 1 for the fall semester and September 1 for the spring semester.

Documents required for admission are as follows:

1. Application for Graduate Study form
2. official or certified true copies of all grade reports, diplomas and academic records
3. International Student Directory and Visa Information forms
4. Declaration of Finances form

All documents must be sent directly to the Office of Admissions by the institution at which such work was completed. Documents not written in English must be accompanied by English translations.

International graduate student applicants are also required to have their credentials reviewed by professional, external evaluators identified by Salisbury State University. The appropriate forms for such review are sent to applicants early in the admissions process. Generally, international students must be admitted as degree-seeking students before admission would be granted to the University.

In addition, applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have the results forwarded to the Office of Admissions. Information on the test dates and test centers for the TOEFL may be obtained by writing to Test of English as a Foreign Language, Box 899, Princeton, NJ 08540. A minimum of 550 on the TOEFL is required for admission.

Office of the Registrar

The Office of the Registrar, located on the first floor of Holloway Hall, is responsible for registration of all courses and maintenance of student records. The office publishes the *Registration Bulletin* each semester, containing the final examination schedule in addition to an updated class schedule.

Registration

To receive academic credit for courses, students must be officially registered for the courses. Students must preregister or register during the periods indicated

in the academic calendar or pay a late registration fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the *Registration Bulletin* for details regarding registration procedures and course offerings.

Graduate Credit During Senior Year

Salisbury State University undergraduates within six semester hours of completing requirements for the baccalaureate with a cumulative GPA of at least 2.75 (3.0 in business) and who have submitted the Application for Admission to Graduate Study and the application fee may register for up to six hours of graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, upon the approval of the appropriate program director or department chair. The hours of graduate credit taken under this arrangement cannot be applied to the undergraduate degree program.

Transfer Credit

On the recommendation of the faculty advisor, and with the approval of the master's degree program director, a student may transfer up to nine semester hours (six in the Master of Arts in Teaching) of graduate credit from other regionally accredited institutions, subject to the following conditions: Credits proposed for transfer must be directly related to the program in which the student desires to study and approved by the program director, acceptable for graduate degree credit by the home institution and supported by an official transcript showing graduate credit earned with a grade of B or better.

Students planning to earn graduate credit at other institutions for possible transfer toward master's degree requirements at Salisbury State University will, in all cases, contact the program director and the Office of the Registrar and request the Permission to Study at Another Institution form. Students should give full particulars on the courses to be taken including a copy of the course description and the number of hours involved in course instruction, so that a decision can be made in advance regarding the acceptability of such credit for transfer. In each case, the student should make certain that classification as a "graduate student" has been obtained at the institution from which the transfer of credit is expected. Credits earned by correspondence are not eligible for transfer. No credit will be awarded for any course taken before official approval to enroll in the course has been granted.

Transfer credit taken more than seven years prior to the date of graduation may not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on work taken at Salisbury State University.

Inter-institutional Registration

Credit earned while a student is enrolled in the Inter-Institutional Registration with the University of Maryland System Institutions will be accepted as credit earned at Salisbury State University. Coursework and grades earned will be applied toward graduation requirements at Salisbury State University, and these grades will be counted in the SSU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program will register at SSU using the University of Maryland System Application for Inter-Institutional Enrollment form located in the Office of the Registrar. Policies and procedures for this program are available in the Office of the Registrar.

Faculty Advisory System

On admission to a master's degree program, students are assigned to appropriate faculty advisors, who help students develop a valid plan of study and recommend to the respective program directors those candidates who have met program requirements for the master's degree.

Students are ultimately responsible for formulating plans of study which satisfies University and master's program requirements while meeting personal and professional goals. In order to develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree to deviations from the programs of study, such changes must be approved in writing by the advisors and program directors and entered as approved on student records.

Catalogue Selection

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single *Graduate Catalogue* of the University which satisfies all of the following conditions:

1. The catalogue selected is in effect for the semester of the student's formal admission to a master's degree program, or is any subsequent catalogue, provided it does not predate the student's year of graduation by more than seven years.
2. The catalogue selected meets all requirements imposed by external agencies.
3. The catalogue does not require the University to retain and/or provide disestablished policies, curricula or special facilities, or to continue to provide resources unnecessary for the completion of the existing academic program.

Time Limitation

All work toward the master's degree (including transfer credits and thesis, if applicable) must be completed within seven calendar years from the end of the academic term in which such work began. Transfer credit taken more than seven years prior to the date of

graduation will not be counted toward a graduate degree.

Course grades remain in effect for seven years. After seven years, grades are recorded with the prefix of "I" to indicate they are "Inactive" and are no longer applicable to the graduate program or calculated into students' grade point averages.

Course Load

The unit of credit is based on the semester system. The minimal course load for a graduate student attending full time is nine credit hours per semester. Requests for course loads in excess of 12 per semester must be approved by the program director. Six hours credit is considered a full-time course load for the summer or winter session. Requests for course loads in excess of nine per summer session or six per winter session must be approved by the program director.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course.

Course Numbering System: Graduate Credit

Courses at the 500 and 600 levels offer graduate credit exclusively. Courses at the 400 level appearing in this catalogue may be taken for graduate credit or for undergraduate credit. Graduate students enrolled in such courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the individual instructor to define precisely the quality and quantity of work expected from members of classes, both graduates and undergraduates.

Grading System

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries zero points. A cumulative grade point average of 3.0 on all work taken in pursuit of degree requirements is required for graduation.

Students are allowed to have no more than six credits below a grade of B in their program. Excluding courses which may be repeated for additional credit, only one course may be retaken once in a student's degree program.

Grades will indicate academic work as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed

Grade	Quality Pts.	Evaluation
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/Withdrawal Failing
R	0.0	Repeated Grade; preceding a grade denotes that the course has been repeated
I	0.0	Inactive Grade; preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from a course or from the University during the schedule adjustment period of the fall or the spring semester or during the schedule adjustment period of the summer session or the winter term. (For specific dates, students should refer to the University's "Academic Calendar.") For students who withdraw from the University after these deadlines, the symbols "WP" or "WF" are assigned to denote the students' status at the time of withdrawal. However, for students who withdraw from only a part of their course load after these deadlines but who remain registered for at least some part of their original course load, a grade of F will be recorded for each course dropped.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of students' load and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, either to or from audit, are permitted only during the Drop/Add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Enrollment

Students may not receive credit more than once for courses which cover the same content. Thus, while students may repeat courses to improve grades received, students can earn only one grade per course. When a student repeats a course to earn a new grade, the last grade received for the course (whether that grade is higher or lower than the original grade) is used to

compute the student's cumulative grade point average.

In several instances students may repeat courses and obtain new credit each time they take them. Many departments offer special topics courses in which the material covered changes each time the courses are offered. Where departments permit, students may take new credit each time they satisfactorily complete them.

Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 on all graduate courses. Students whose cumulative average falls below 3.0 will be placed on probation. Dismissal from graduate study and a master's degree program is automatic if the grade point average is not restored to 3.0 by the time of completion of the next nine hours of credit following the semester in which the student drops below 3.0. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, a student dismissed for academic deficiency may be considered for readmission to the program from which dismissal occurred or to another master's degree program. *In no case will such readmission to graduate study be granted prior to one calendar year following the term of dismissal.* Such a student must submit the appropriate application form to the Office of Admissions not later than 90 days prior to the term for which admission is desired. *In each case, the application must be accompanied by a letter showing reasons for lack of previous academic success and indicating reasons why acceptable academic performance might be expected in the future.* Decisions on such applications will be made by the program director offering the degree program to which admission is requested.

Appeal Process

Students may appeal decisions made under the academic policies and regulations set forth in this catalogue. Prior to initiating the appeal process, students should confer with their faculty advisor. The appeal process is initiated upon written request by the student. An appeal regarding the program is heard first by the program director. A classroom-related appeal is heard by the instructor. The appeal process proceeds from department chair to school dean to the provost, then finally to the president.

Academic Dishonesty

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty.

It is each faculty member's responsibility to maintain the standards of academic honesty in all matters related to the faculty member's coursework. The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Misrepresentations include but are not limited to the following:

1. plagiarism: presenting as one's own work, whether

literally or in paraphrase, the work of another

2. cheating on exams, tests and quizzes: the wrongful giving or accepting of unauthorized exam material and the use of illegitimate sources of information
3. illicit collaboration with other individuals in the completion of course assignments
4. use of fraudulent methods in laboratory, studio, field work or computer work
5. other willful and deliberate acts generally recognized as being dishonorable and dishonest

Procedure for Handling Cases of Alleged Academic Dishonesty

STEP 1: Faculty Action

Individual faculty members deal directly with any cases of academic dishonesty which arise in the faculty member's coursework. If a faculty member suspects a student of academic dishonesty, the faculty member first advises the student of the accusation before imposing a penalty, allowing the student an opportunity to question the accusation. The faculty member may then impose an appropriate written sanction, reflecting the seriousness of the act and ranging from an informal warning to, but not greater than, the issuance of a grade of F for the course and/or removal from the course. If the faculty member issues a grade of F for the course, notification of the action must be sent to the University judicial officer. If the faculty member feels the case warrants punishment beyond the issuance of an F grade for the course and/or removal from the course, the faculty member may appeal to the University judicial officer (described in Step 3 below), provided that the faculty member requests such appeal within five calendar days of the faculty member's meeting with the student.

STEP 2: Student Action

A student who is accused of academic dishonesty by a faculty member may either accept the penalty imposed by the faculty member or request a conference with the University judicial officer in the Office of the Dean of Students. The request for a conference shall be made within five calendar days of the student's receipt of the written sanction referred to in Step 1 above.

STEP 3: Conference with the Judicial Officer

If, in the judgment of the faculty member, the alleged act of academic dishonesty warrants extreme sanctions, the faculty member may request that the matter be brought before the University judicial officer for consideration and recommendation for disposition, as provided for in Step 2 above. Similarly, if the student wishes to appeal the decision of the faculty member (as outlined in Step 2 above), the student may request a conference with the University judicial officer for consideration and recommendation for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

STEP 4: Formal Hearing, University Judicial Board

After conferring with the University judicial officer, the faculty member or the student may appeal to the University Judicial Board within five calendar days of such conference. The University Judicial Board shall convene to consider the appeal and render a decision.

Financial Assistance

A limited amount of financial aid in the form of graduate assistantships from the University and grants from the Maryland Diversity Grant Program is available each year to selected graduate students. Information concerning such assistance may be obtained from the Financial Aid Office.

Graduate Assistantships

Salisbury State University offers each year a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from either the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate school dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

Tuition and Fees

Tuition for the 1996-97 school year, for graduate students classified as Maryland residents, is \$140 per semester hour for graduate credit. That for graduate students classified as out-of-state residents is \$210 per semester hour for graduate credit. Students enrolled in the Master of Arts in Teaching, a collaborative program offered jointly by the University of Maryland Eastern Shore and Salisbury State University, will pay a tuition rate of \$143 per credit hour for Maryland residents and \$220 per credit hour for students who reside out of state.

The following additional fees, usually non-recurring, are also applicable for most graduate students: admission to graduate study, \$30; on-campus parking fee (payable once annually between September 1 and August 31), \$20. A penalty of \$25 is charged for late registration.

There is a facilities fee of \$3 per credit hour for all graduate students.

It should be noted that tuition and fees are subject to change without notice by action of the Board of Regents of the University of Maryland System.

Change of Address

Each student is required to submit a Change of Address form at the Registrar's Office for any change of current address.

Official Withdrawal and Refund Procedures

Students are urged to note this information with care.

A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or withdrawal form and submit it to the Office of the Registrar. This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin for Undergraduate, Graduate and Continuing Education* and in the *Summer Session Bulletin* and the *Winter Term Bulletin*.

Application for Diploma

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. *The Application for Diploma* is available in the Office of the Registrar and must be completed and returned to the Registrar's Office **not later than the end of the drop/add period of the final semester before graduation.**

If the student fails to file the *Application for Diploma* by this deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new *Application for Diploma* to the Office of the Registrar.

Transcripts and Certification Of Completion of Degree Requirements

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Office of the Registrar. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the *Application of Diploma* is submitted. All financial obligations to the University must be met before a transcript is issued.

Professional Certification

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education for information on the particular certification requirements they may wish to meet.

Graduate Degree Programs

Franklin P. Perdue School of Business

Dean: Richard F. Bebee, Ph.D.
Graduate Program Director: Wayne A. Bradford, M.B.A.
Phone: 410-543-6317

Graduate Faculty

Pamela L. Alreck, D.B.A.; *marketing, advertising, promotion*
Zakri Y. Bello, Ph.D.; *financial management, investments, security analysis*
Wayne H. Decker, Ph.D.; *management, marketing, organizational behavior*
Jerome J. DeRidder, Ph.D.; *financial accounting*
Memo Diriker, D.B.A.; *marketing management and strategy, international marketing*
Robert Dombrowski, D.B.A.; *accounting, auditing*
Robert Michael Garner, Ph.D.; *advanced accounting, governmental accounting*
Benjamin B. Greene Jr., Ph.D.; *macroeconomics, economic development*
Richard C. Hoffman, Ph.D.; *international and strategic management*
Kashi Khazeh, Ph.D.; *international financial management, financial institutions and markets*
Jeffrey E. Kottmann, Ph.D.; *management information systems, performance impact assessment*
Evan Kraft, Ph.D.; *macroeconomics, comparative systems, international economics*
P. Douglas Marshall, M.S.B.A.; *financial and managerial accounting*
H. Reed Muller, M.B.A.; *marketing management, sales management*
Scott N. Ralston, Ph.D.; *environmental economics, econometrics*
George C. Rubenson, Ph.D.; *human resources, management, strategic management*
Robert B. Settle, Ph.D.; *marketing research, consumer behavior*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Kenneth J. Smith, D.B.A.; *accounting, managerial cost control*
Robert M. Sperry, J.D.; *law, commercial law*

Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund to ensure that the programs offered by the school maintain a high level of excellence. It is the largest center for business training and development at the university level and the only American Assembly of Collegiate Schools of Business (A.A.C.S.B.)-accredited business school in this region. Key characteristics of the Perdue School are its emphasis on the entrepreneurial spirit, its blend of theoretical and applied study, and its close interaction between the business community and the classroom. The Perdue School is committed to superior teaching with a concern for students and their individual development as well as the employment of high quality faculty engaged in service and research. The Master of Business Administration (M.B.A.) program is designed to allow both recent graduates and

experienced managers to complete the degree requirements at an individualized pace. Students may enroll on either a part-time or a full-time basis, with completion generally in three-to-five semesters, depending on enrollment status.

Admission

In addition to meeting the general requirements for admission to Salisbury State University graduate study, described previously in this catalogue, applicants for admission to the M.B.A. program must meet the following requirements:

1. Complete the core of required undergraduate courses cited below or their equivalent graduate survey courses:

- Principles of Accounting I and II
- Macro- and Micro-Economic Principles
- Financial Management
- Principles of Management
- or
- Management and Organizational Behavior
- Principles of Marketing
- Elementary and Intermediate Business Statistics
- Legal Environment of Business
- Production Management
- Management Information Systems

Prospective M.B.A. candidates must also have a course in finite math, applied calculus or an equivalent college-level math course.

2. Submit official transcripts of all prior college work.
3. Attain a total score of at least 950 points based on the following formula: $200 \times (\text{student's overall GPA on a 4.0 scale}) + \text{GMAT [Graduate Management Admission Test] score}$; or, at least 1000 points based on the following formula: $200 \times (\text{upper-division GPA} + \text{GMAT score})$. Applicants with a minimum 3.0 overall GPA or at least a 3.25 upper-division GPA may enroll prior to taking the GMAT, provided space is available. No student may register for a second term unless the GMAT score has been received by the Office of Admissions.
4. Obtain two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in business.
5. Submit a resume including a statement of reason for pursuing the M.B.A. and a statement of career goals.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses but whose grade point averages and GMAT scores meet the required total shown in the admissions formulas above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with

the director of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level) and must maintain a cumulative grade point average of at least 3.0 in undergraduate M.B.A. prerequisite courses and 500-level courses (combined) with no grade less than C.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete an approved program of 30 semester hours with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. Of the 30 semester hours, 27 are required, while the remaining three hours are elective (i.e., electives within the M.B.A. program) and may be used for individualizing the student's program. The required courses are as follows:

	Credits
BUAD 620 Organizational Theory	3
BUAD 630 Economic Environment of the Organization	3
BUAD 635 External Environment of the Organization	3
BUAD 640 Managerial Accounting	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
BUAD 685 International Business Seminar	3

The M.B.A. curriculum has been arranged so that full-time M.B.A. students can finish the degree requirements in three semesters and part-time M.B.A. students can finish in five semesters. All requirements for the M.B.A. must be completed within seven years of the end of the semester in which M.B.A. work began.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for qualified M.B.A. students. Applications are available from the Office of Admissions or from the director of business graduate programs in the Franklin P. Perdue School of Business.

School of Education And Professional Studies

Dean: Doran E. Christensen, Ph.D.
Graduate Program Director: Ellen V. Whitford, Ed.D.
Phone: 410-543-6281

Graduate Faculty

David M. Anderson, Ed.D.; *technology/foundations of education*
Eva K. Anderson, Ph.D.; *special education, education psychology*
John R. Bing, Ph.D.; *educational psychology/research*
Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*
Keith J. Conners, Ph.D.; *foundations, higher education*
Roland G. Frank, Ed.D.; *social science education*
Leonard J. Garigliano, Ed.D.; *science education/research*
Joel T. Jenne, Ph.D.; *social studies/curriculum*
Charles K. Long, Ph.D.; *cooperative learning, classroom management, teacher education*
Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*
Nancy L. Michelson, Ph.D.; *reading, writing, English*
James R. Replogle, Ed.D.; *school administration*
Patricia O. Richards, Ed.D.; *reading/language arts*

Debra H. Thatcher, Ph.D.; *early childhood education/curriculum/instruction*
Ellen V. Whitford, Ed.D.; *school administration, curriculum*
John T. Wolinski, Ph.D.; *reading/language arts*
John W. Wulff, Ed.D.; *elementary administration, curriculum teaching, reading/teacher education*

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Students in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, Spanish or technology education. This Maryland State Department of Education-approved program offers the professional education coursework to prepare specialists in the above areas for teaching at the secondary school level.

The M.A.T. is a collaborative degree program offered by Salisbury State University and the University of Maryland Eastern Shore. Students are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions. Students apply for admission to either Salisbury State University or the University of Maryland Eastern Shore, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. Salisbury State University offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education and Spanish. The University of Maryland Eastern Shore offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, home economics, mathematics, music (vocal and instrumental), physical education and technology education.

The primary objectives for the M.A.T. program are as follows:

1. Allow students to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.
4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage students to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous

evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

M.A.T. candidates are expected to complete the program in two summers and one academic year. Beginning with a full summer program, students continue coursework during a full academic year (including the winter session) and one additional summer session. Students whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

Students in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who completed the coursework required for the internship, have passed the PRAXIS Series (Professional Assessments for Beginning Teachers) and passed the comprehensive examination will be advanced to candidacy. Students must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the university criteria for transfer of credit as specified in the "General Information" section of the *Graduate Catalogue*.

Admission to the Master of Arts in Teaching

Admission to the M.A.T. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, students must apply for admission to the M.A.T. program. Acceptance to graduate study does not constitute acceptance to the M.A.T. program.

Students who indicate on their initial application that they wish to pursue the M.A.T. will be assigned an advisor in the Education Department and receive M.A.T. application materials. To be eligible for admission as a degree-seeking student to the M.A.T., prospective students must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.
2. Meet all requirements for full admission to the graduate program.
3. Submit scores for the Core Battery of the PRAXIS Series, the Professional Assessments for Beginning Teachers. (NOTE: Students must meet Maryland State standards on the Core Battery of the PRAXIS before beginning their internship.)
4. Undergo a structured interview by the joint M.A.T. Admissions Committee.
5. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.

6. Submit an essay that is written on campus, in a supervised setting, and focuses on some current educational issues as determined by the M.A.T. Admissions Committee.
7. Submit official transcripts from all institutions attended.
8. Submit three letters of recommendation from individuals who can speak to the following criteria:
 - a. ability to write at an appropriate skill level for graduate level work
 - b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
9. Complete the Joint M.A.T. Application Form, including a personal statement of purpose.

The transcripts and academic credentials of all applicants are reviewed by the SSU/UMES joint M.A.T. Admissions Committee. Appropriate sub-committees determine whether students possess adequate and current content area coursework in the intended certification area. Those students who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Students in the M.A.T. must also obtain a passing grade on a joint comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Program of Study

Students who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.
10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

- Research and Technology I
- Development and Learning Applied to Teaching
- Social and Philosophical Foundations of Contemporary Education
- Principles of Curriculum and Instruction
- Reading and Writing in Content Areas
- Methods of Teaching and Assessment
- Methods of Teaching (for specific content areas)
- Inclusive Teaching for Diverse Populations
- Internship and Seminar
- Applied Research and Technology II

Each student is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Students in the M.A.T. program take courses on the campuses of both Salisbury State University and the University of Maryland Eastern Shore. The schedule of course offerings for the M.A.T. is listed in the registration bulletins of both universities. Salisbury State University students register for all courses through the SSU Registrar. When courses are offered at the University of Maryland Eastern Shore, students register using the inter-institutional registration form.

Procedures and forms for using inter-institutional registration will be available from the Office of the Registrar.

Master of Education

The Master of Education (M.Ed.) is a professional degree designed for students seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide students an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists an opportunity to develop and improve competencies in their specific disciplines.
3. Provide educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission to the Master of Education

Admission to the M.Ed. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, students must apply for admission to the M.Ed. program. Acceptance to graduate study does not constitute acceptance to the M.Ed. program.

Students who indicate on their initial application that they wish to pursue the M.Ed. are assigned an advisor in the Education Department and receive M.Ed. application materials. To be eligible for admission as a

degree-seeking student to the M.Ed., prospective students must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
2. Obtain two letters of recommendation supporting ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess an undergraduate cumulative grade point average of 2.75.

Credentials for initial admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the M.Ed. program should be sent to the School of Education and Professional Studies. Following the review of these materials, the program director formally notifies students of admission or denial to the program.

Although students may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury State University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is students' responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks students will follow, recommended electives and the intended capstone experience. Advisors must approve students' programs of study. Program changes must also be approved by advisors.

Provisional Admission

Students who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis. Provisionally admitted students must complete nine credit hours of graduate study at Salisbury State University with no grade below B.

Upon successful completion of nine credit hours, students may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies students of admission or denial to the program.

Students who do not meet the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist students who are provisionally admitted, an advisor will be assigned. Students are expected to meet with their advisor to clarify program requirements

and to assure that courses for which they register will be appropriate for the degree program.

Program Requirements

Students seeking the M.Ed. at Salisbury State University complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their programs.

The M.Ed. program consists of core courses (nine credit hours), study in a specific track (12 credit hours), electives (six-nine credit hours) and a capstone experience (three-six credit hours).

Core Courses (nine credit hours)

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable student to design and interpret research.
2. Assist students in developing a theoretical background to learning and instruction.
3. Provide students with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

	Credits
EDUC 502 Introduction to Research	3
EDUC 545 Learning and Instruction	3
EDUC 514 Seminar in Curriculum	3

Students are strongly urged to complete EDUC 502: Introduction to Research at the outset of graduate study.

Tracks (12 credit hours)

In addition to completing the core courses, M.Ed. students select areas of study consisting of an approved 12 semester hours. Tracks are selected from one of the following areas: reading, early childhood education, elementary education, middle/secondary education (with an emphasis in English, mathematics, science or social science education) and post-secondary education. Detailed descriptions of available courses and additional information concerning each track will be provided by advisors.

Electives (six to nine credit hours)

Students select six to nine credits of electives. Specific electives may be recommended for each track. Accordingly, students consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

Capstone Experience (three to six credit hours)

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Students plan an appropriate capstone experience in consultation with their advisor.

Students who elect the thesis research option enroll in EDUC 530: Directed Research, and submit

the completed project to the project director. Students must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

Master of Education in School Administration

The Master of Education (M.Ed.) in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

The Salisbury State University M.Ed. program in school administration is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners; that is, they should possess a full understanding of the theories that guide practice in school administration. Most importantly, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Students pursuing this M.Ed. have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They should have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders should extend beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as students are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for students to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Students must first make application for admission to Salisbury State University graduate study. Following acceptance to graduate study, students must make application for admission to the M.Ed. in school administration program. To be eligible for admission as a degree-seeking student to the M.Ed. in school administration, the student must fulfill the following requirements:

1. Submit an application for admission, including two letters from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
2. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
3. Possess an undergraduate grade point average of 2.75.
4. Complete a writing sample at Salisbury State University in a setting supervised by a faculty member in the M.Ed. in school administration program. The writing sample will be scored holistically and students will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.

The final step of the admission process is an interview. Applicants must meet with a faculty member in the M.Ed. in school administration program to discuss professional goals and career objectives.

Provisional Admission

Selected students who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted students must achieve and maintain a grade point average of 3.0.

Students whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A reassessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the M.Ed. in school administration program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to students who are members of a cohort, it is essential that this initial conference occur.

Students with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Students seeking the M.Ed. in school administration complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in school administration is a Maryland

State Department of Education-approved program leading to the Administrator I certificate. Students who complete the M.Ed. in school administration and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the student to understand and fulfill all state requirements and to make application to the state for certification. Students in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Students in the M.Ed. in school administration cohort will take courses in the following sequence:

	Credits
EDUC 516 Public School Administration	3
EDUC 502 Introduction to Research	3
EDUC 550 Leadership and Change	3
EDUC 514 Curriculum Construction	3
EDUC 551 Evaluation Research Applications in School Administration	3
EDUC 517 Public School Supervision	3
EDUC 552 Group Dynamics in School Administration	3
EDUC 553 Financial Management in School Administration	3
EDUC 519 The Law and Public Education	3
EDUC 554 Personnel Administration in Education	3
EDUC 555 Internship in School Administration/Supervision	3

Charles R. and Martha N. Fulton School of Liberal Arts

Dean: Ronald Dotterer, Ph.D.
Phone: 410-543-6450

Master of Arts in English

Graduate Program Director: William C. Horne, Ph.D.
Phone: 410-543-6447

Graduate Faculty

Elizabeth H. Curtin, D.A.; *rhetoric, composition, Writing Across the Curriculum*
Thomas L. Erskine, Ph.D.; *Renaissance/commonwealth literature, Milton, film*
Wavie Gibson Jr., Ph.D.; *rhetoric, composition, African-American literature*
Darrell G. Hagar, Ph.D.; *British literature, satire*
Gary M. Harrington, Ph.D.; *drama, American literature*
William C. Horne, Ph.D.; *British/Restoration/18th century and wilderness literature, satire*
John D. Kalb, Ph.D.; *American/Ethnic-American literature*
Judith E. Pike, Ph.D.; *women's/world literature, feminist theory, contemporary critical theory*
Connie L. Richards, Ph.D.; *American/Native American/Western literature, literature by American women of color*
Polly Stewart, Ph.D.; *folklore, folkways, mythology, Chaucer*
Lorrie S. Verplaetse, Ph.D.; *ESOL, applied linguistics, native speaker/non-native speaker interaction*
Michael Waters, Ph.D.; *creative writing, American literature*
James M. Welsh, M.A.; *British literature, Shakespeare, drama, film studies*
John P. Wenke, Ph.D.; *19th century American literature, creative writing*
Raymond A. Whall Jr., Ph.D.; *Victorian literature, poetry, modern novel*
William F. Zak, Ph.D.; *romantic literature, poetry, Shakespeare, Greek drama*

Admission

In addition to meeting general requirements for admission to Salisbury State University graduate study, outlined previously in this catalogue, an applicant for admission to the Master of Arts (M.A.) in English program must have the following:

1. The undergraduate English major, its equivalent (30

semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.

2. Acceptable scores on the Graduate Record Examination (GRE) General Test and GRE Subject Test in Literature in English. A minimum score of 500 on the Subject Test is required; however, under special circumstances, the English Department Graduate Committee may admit candidates who do not meet this condition. A student who chooses the composition, language and rhetoric concentration or the ESOL concentration, described below, need only submit the GRE General Test results. International students may substitute a TOEFL score of 500 or above.
3. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.
4. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English.

Course Requirements

To be eligible to receive the M.A. in English, graduate students must complete 33 semester hours, with a minimum of nine semester hours of English at the 500 level (does not apply to Plan D). Graduate students must maintain a cumulative average of 3.0 or higher in all courses.

Students may choose one of four ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A: Literature (Non-thesis)
 - a. At least 24 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art.
2. Plan B: Literature (Thesis)
 - a. At least 21 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include the courses listed under Plan A above.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline listed under Plan A above.
 - d. Three semester hours of thesis credit (ENGL 531).

Students in Plans A or B may elect to concentrate in an area compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of

British, American or comparative literature; a genre of literature; or the study of composition, language and rhetoric. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in Plans A and B must take a written comprehensive examination. Students admitted to the program are provided with a list of primary texts to prepare for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third option of an examination's merits should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

3. Plan C: Composition, Language and Rhetoric
 - a. The following 18 required semester hours in composition and language:

	Credits
ENGL 465 Research in Composition	3
ENGL 466 Current Problems in Composition	3
ENGL 514 Writing Program Issues	3
ENGL 431 Survey of Modern Grammars	3
ENGL 435 Varieties in Language	3
ENGL 530 Directed Research Capstone Project in Rhetoric, Composition and Linguistics	3

- b. The required course ENGL 463: Literary Analysis and up to 12 semester hours of 400-500 level course electives in English; six of these hours are to be in seminars in literature, including the courses listed in Plan A above. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400-500 level courses outside the English Department.

4. Plan D: ESOL
 - a. The following 15 required semester hours of coursework:

	Credits
ENGL 430 Principles of Linguistics	3
ENGL 431 Survey of Modern Grammars	3
ENGL 433 Language and Culture	3
ENGL 528 ESOL Tests and Measurements	3
or	
EDUC 528 ESOL Tests and Measurements	3
SCED 447 ESOL Methods	3

- b. The remaining 18 hours selected from the following courses:

	Credits
ENGL 432 Literacy and ESOL Reading	3
or	
EDUC 432 Literacy and ESOL Reading	3
ENGL 435 Varieties in Language	3
ENGL 437 History of the English Language	3
ENGL 438 Bilingualism	3
ENGL 439 Second Language/Dialect Learning	3
ENGL 442 Practicum	3
ENGL 443 Literacy and ESOL Writing	3
or	
EDUC 443 Literacy and ESOL Writing	3
ENGL 447 Applied Phonology	3
ENGL 520 Applied Modern English Grammar	3

ENGL 533	ESOL Program Development	3
EDUC 471	Computers in Education	3
EDUC 500	Historical, Philosophical and Social Foundations ...	3
EDUC 502	Introduction to Research	3
EDUC 504	Multicultural Education	3
EDUC 545	Learning and Instruction in the Schools	3

A student may earn the M.A. in English (ESOL concentration) and ESOL state certification most economically by completing the following requirements (54 hours):

Requirement	Semester Hours Required	Fulfilled By
Foreign Language	6	
American English and Linguistics	6	ENGL 430 ENGL 431
Cross Cultural Studies	3	ENGL 433
ESOL Tests and Measurements	3	ENGL 528
Methods of Teaching ESOL	3	SCED 447

Note: Following the completion of the five core courses, students seeking both the ESOL M.A. and state certification must also complete the following:

Language Learning	6	ENGL 435 ENGL 438 ENGL 439
Methods of Teaching Reading to LEP Students (Literacy and ESOL Reading)	3	ENGL 432
Methods of Teaching Writing to LEP Students (Literacy and ESOL Writing)	3	ENGL 443
Foundations of Education, including Psychological		
Foundations of Education	6	EDUC 500 EDUC 545

Note: At this point requirements for the M.A. in ESOL are completed.

Student Teaching in ESOL, divided between elementary and secondary levels. Two years of successful teaching experience may be substituted for the student teaching experience.)	12	SCED 426 SCED 428
Special Education (introductory/survey course)	3	EDUC 467

Master of Arts in Psychology

Program Director: Adeline S.C. Tryon, Ph.D.
Phone: 410-543-6376

Graduate Faculty

Lynne Carroll, Ph.D.; *women's issues in psychotherapy, adult development, narcissism*
 Charisse Chappell, Ph.D.; *psychological assessment, multicultural issues*
 J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*
 Edmund Delaney, Ph.D.; *abnormal psychology, general psychology, criminal justice*
 Kathleen V. Fox, Ph.D.; *educational/development psychology*
 Robert W. Graff, Ed.D.; *death, dying and bereavement, applied psychology, clinical intervention skills*
 Natalie W. Hopson, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*
 Natalia Hoenigmann-Stovall, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*
 Adeline S.C. Tryon, Ph.D.; *childhood disorders, parent-child relations*
 Ronald R. Ulm, Ph.D.; *learning and motivation, substance abuse*
 George I. Whitehead, Ph.D.; *self-presentation theory, attribution theory, social comparison theory*

The Psychology Department offers a Master of Arts (M.A.) program which provides training for students in the concentrations of counseling and school psychology. Both part-time and full-time students are accepted. In addition, the department offers courses available to students in other graduate programs.

A 3.0 GPA is required in a prescribed sequence of graduate courses to be eligible for the M.A. and a minimum of 36 hours of graduate coursework is required. Each candidate must pass a written comprehensive examination; students must submit a written request at least one month prior to the examination date. Students who do not pass the comprehensive examination are allowed one re-examination, schedules with adequate time for students to review. Students who fail to perform adequately on the second exam are dropped from the program, but have the right of appeal. Guidelines are provided to students regarding the structure of comprehensive examinations.

Candidates must satisfactorily complete a master's thesis for three hours credit. The thesis topic must be approved by a committee of three faculty members selected by the students and their advisors. Theses may be research-based (empirical), practice-based (case formulation and analysis) or theory-based (critical review). Guidelines for the selected option are provided by the department. Upon completion of the thesis, students take an oral examination conducted by their thesis committee.

Decisions regarding continuance of studies are predicated on a combination of factors such as demonstrated clinical competence, personality factors and other relevant issues in addition to grades in coursework. To this end, student progress is evaluated on an annual basis in the areas of personal development, professional conduct and academic achievement.

Admission

Entrance into a program of study in the Department of Psychology is by application and review of credentials. Admission criteria are as follows:

1. Students must be admitted by both the Office of Admissions and the Psychology Department Graduate Admissions Committee.
2. Completion of requirements for an undergraduate major or equivalent in psychology or related area with an overall undergraduate GPA of 2.75 and a GPA of 3.0 in the major field during the last two years of study.
3. Completion of an undergraduate course in psychological statistics and a course in the psychology of learning. (Students without this foundation may be conditionally admitted to the department but must make up the deficiency prior to being unconditionally admitted.)
4. Submission of scores received on the Graduate Record Examination (verbal and quantitative) or the Miller Analogies Test (MAT).
5. Submission of three reference letters, preferably including one from a college academic advisor and the most recent employer. The individual making the recommendation should be asked to comment on the applicant's personal qualities (ideals, honesty and leadership), ability to work in the chosen field (relationship with peers and organizational ability),

academic achievement, work experiences and sense of job responsibility.

Admission into the M.A. in psychology is a two-step process involving separate application to first the Office of Admissions and then the Psychology Department. The following materials must be submitted to the Office of Admissions (all materials must be received at least 30 days before the beginning of the first semester of graduate study): a completed Application for Admission to Graduate Study and official transcripts of all previous college coursework.

Once admitted for graduate study, students must apply for admission to the M.A. program in psychology by completing the departmental application, submitting scores made on the Miller Analogy Test or the GRE by December 15 for spring admission and May 15 for fall admission, and submitting three letters of recommendation.

Transfer of Credit

A maximum of nine semester hours of graduate credit may be transferred from other accredited institutions. These may not replace any of the requirements except in special cases. Such transfer credit must carry grades of B or higher, and the coursework must be directly related to the candidate's program of study as approved by the Department of Psychology graduate program director.

Credits earned by correspondence courses are not eligible for transfer. Extension program credits may be eligible, subject to the approval of the psychology graduate program director.

Faculty Advisors

Students are initially advised by the director of the graduate program in the Psychology Department, who advises on courses, approves courses of study and acts as a channel of communication between students and other segments of the University. During the first semester of graduate work, students' strengths and weaknesses are appraised. Appraisals form the basis for subsequent program planning, which is a joint function of the students and their advisors.

Counseling Psychology

This concentration is designed to train master's-level students in psychology who have an interest in the application of intervention models in locations such as mental health centers, college counseling centers and correctional facilities. Even though the program's emphasis is on the training of applied psychologists, the department views the competent practitioner as functioning according to the scientist-practitioner model.

All students who complete the counseling psychology concentration are expected to have skills and knowledge in the areas of counseling theories, intervention strategies and processes; legal, ethical and professional issues; social, cultural and psychological foundations of behavior; individual assessment; and research and statistics. Experiences in mental health agencies and other settings is employed to apply knowledge gained through formal coursework.

Counseling Psychology Course Requirements

In addition to PSYC 220: Psychological Statistics and PSYC 305: Psychology of Learning, the following

three courses are viewed by the faculty as essential to building a conceptual foundation for the more advanced courses of the program (students who have not completed these courses must do so at the beginning of their program):

	Credits
PSYC 302 Abnormal Psychology	3
PSYC 403 Measurement and Evaluation in Psychology	3
PSYC 407 Psychology of Personality	3

To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

I. Theory and Intervention (12 credits)	Credits
PSYC 500 Seminar in Professional Psychology	3
PSYC 544 Clinical Intervention Skills	3
PSYC 507 Psychotherapy and Counseling I	3
PSYC 508 Psychotherapy and Counseling II	3

II. Assessment (6 credits minimum)	Credits
PSYC 505 Personality Assessment	3
PSYC 520 Individual Intelligence Testing	3
PSYC 521 Psycho-Educational Assessment	3

III. Research and Statistics (9 credits)	Credits
PSYC 560 Statistical Analysis of Experiments	3
PSYC 555 Experimental Design	3
PSYC 531 Thesis	3

IV. Special Topics (3 credits minimum)	Credits
PSYC 406 Psychology of Attitudes and Attitude Change	3
PSYC 409 Environmental Psychology	3
PSYC 503 Childhood Psychopathology	3
PSYC 515 Seminar in Adolescent Behavior	3
PSYC 562 Human Development	3
PSYC 513 Adult Psychopathology	3
EDUC 598 Counseling with Minority Groups	3

V. Counseling Practica (6 credits)	Credits
PSYC 524 Clinical Practicum I	3
PSYC 525 Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Students select courses in consultation with their advisors according to their previous experience and their professional interests and goals.

School Psychology

This concentration is designed to train service-oriented school psychologists who have interests in children and young adults with learning and behavior problems. Students who complete this program of study and have a minimum of 45 hours approved by the Maryland State Department of Education are eligible to apply for certification as level I school psychologists (in the state of Maryland) after obtaining the required period of professional experience.

Although internships are not required for graduation, students wishing to be eligible for certification as level I school psychologists (in the state of Maryland) must arrange and complete internships in school psychology. These internships consist of a minimum of 500 clock hours of professional experience in school psychology internship programs which includes experience in regular and special education programs and which emphasizes assessment. Students interested in school psychology are advised to contact the Maryland State Department of Education for further information.

Students select courses in consultation with their advisor according to their previous experience and their professional interests and goals.

All students who complete the school psychology concentration are expected to have skills and knowledge in the areas of counseling theories, intervention strategies and processes; individual assessment, diagnosis and report writing; research and evaluation; social and psychological foundations; and behavioral management in the classroom. Laboratory practice and experiences in the schools is employed to relate knowledge gained through formal coursework to the skills required on the job.

School Psychology Course Requirements

The following three courses are viewed by the faculty as essential to building a conceptual foundation for the more advanced courses of the program (students who have not completed these courses must do so at the beginning of their program):

	Credits
PSYC 403 Measurement and Evaluation in Psychology	3
PSYC 407 Psychology of Personality	3
PSYC 430 Learning Theory and Its Application	3

To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

I. Theory and Intervention (12 credits)	Credits
PSYC 500 Seminar in Professional Psychology	3
PSYC 544 Clinical Intervention Skills	3
PSYC 507 Psychotherapy and Counseling I	3
PSYC 508 Psychotherapy and Counseling II	3

II. Assessment (6 credits minimum)	Credits
PSYC 505 Personality Assessment	3
PSYC 520 Individual Intelligence Testing	3
PSYC 521 Psycho-Educational Assessment	3

III. Research and Statistics (9 credits minimum)	Credits
PSYC 560 Statistical Analysis of Experiments (Req.)	3
PSYC 555 Experimental Design (Req.)	3
PSYC 531 Thesis (Req.)	3
PSYC 530 Directed Research	3

IV. Special Topics (3 credits minimum; students seeking certification may need to take additional courses)	Credits
PSYC 503 Childhood Psychopathology	3
PSYC 513 Adult Psychopathology	3
PSYC 423 Psychology of the Exceptional Child	3
PSYC 502 Psychology of Learning Disabilities	3
PSYC 515 Seminar in Adolescent Behavior	3
PSYC 562 Human Development	3

or	
EDUC 508 Seminar in Human Development Research	3
EDUC 427 Classroom Analysis and Correction of Reading Difficulties	3
EDUC 467 Educating the Mildly Handicapped Child	3
EDUC 480 Teaching Children with Special Needs	3
EDUC 545 Learning and Instruction in the Schools	3
EDUC 520 The Diagnosis of Reading Disabilities	3
CMAT 450 Speech Correction and the Classroom Teacher	3

V. School Psychology Practica (6 credits minimum)	Credits
PSYC 524 Clinical Practicum I	3
PSYC 525 Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Richard A. Henson School of Science and Technology

Interim Dean: Donald C. Cathcart, Ed.D.
Program Director: Barbara A. Kellam, Ph.D.
Phone: 410-543-6405

Graduate Faculty

Karen K. Badros, Ed.D.; maternal-newborn nursing, family nursing, administration, nursing research
Ruth M. Carroll, Ph.D.; psychiatry, family theory and research
Karin E. Johnson, Dr.P.H.; public health nursing, pediatric-adolescent nursing, research
Barbara A. Kellam, Ph.D.; maternal-newborn and pediatric nursing, newborn separation and loss
Shielda G. Rodgers, Ph.D.; nursing administration and research

Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and provides advanced role preparation and knowledge in specialized areas of nursing. Salisbury State University offers a master's program with a major in family nursing in rural areas, with functional role preparation for clinical nurse specialists, family nursing practitioners or nursing service administration.

Students seeking the Master of Science (M.S.) in nursing must complete an approved program of study, including 39-42 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. Students can enter the graduate nursing program through the traditional or the second degree track. The traditional program is designed for students who have a B.S.N.; the B.S.-M.S. second degree track is designed for students who have a degree in 2n-other field of study and desire a B.S.N. and an M.S. in nursing.

All candidates for the M.S. in nursing must complete a thesis and two semester hours in the following course:

	Credits
NURS 545 Research Development	1

Students and their advisors select a thesis committee composed of three faculty members. At least one of these faculty members must be a member of the Nursing Department's graduate faculty. The thesis committee must approve students' theses proposals before students initiate research. Upon completion of the thesis, an oral examination is conducted by the thesis committee. Thesis guidelines are provided by the department.

Traditional Program

Admission

Upon acceptance for graduate study by the University, students may apply to the Department of Nursing for admission. In addition to meeting the general requirements for admission to Salisbury State University graduate study outlined above, applicants for admission to the graduate program in nursing must meet the following requirements:

1. Completion of a National League for Nursing accredited baccalaureate degree program in nursing.
2. A grade point average of 3.0 on a 4.0 scale.
3. Submission of a statement of educational and professional goals.
4. A copy of current curriculum vitae/resume.
5. Completion of undergraduate statistics course.
6. Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.

- Admissions interview.
- Candidates seeking admission to the family nurse practitioner track must have clinical experience within the past five years that is equivalent to a minimum of two years of full-time work.

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

- A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test and up-to-date immunizations.
- Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
- Proof of malpractice insurance (extent of coverage is \$1,000,000-\$3,000,000).
- Evidence of current RN licensure.

Course of Study

A minimum of 39 to 42 semester hours, approved by the department advisor and taken in the prescribed sequence according to the functional-area selected, must be completed. The program may normally be completed in two academic years of full-time study. Part-time study leading to the degree is also available.

On the admission application, students select a functional role track, with required courses as follows:

I. Clinical Specialist		Credits
BIOL 552	Advanced Human Physiology	3
or		
EDUC 472	Theory and Practice of Teaching Adults	3
II. Nursing Service Administrator		Credits
BUAD 535	Health Care Finance	3
III. Family Nurse Practitioner		Credits
NURS 512	Advanced Health Assessment	4
NURS 514	Issues in Primary Care	2
NURS 522	Clinical Therapeutics	2
NURS 558	Management of Family Health I	5
NURS 559	Management of Family Health II	5
BIOL 552	Advanced Human Physiology	3

B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated track leading to the Master of Science with a major in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track acknowledges the educational, career and life experiences of the individual as well as interpersonal skill, intellectual abilities and maturity.

Students must have completed at least a bachelor's degree from an accredited college or university to be eligible for admission to the accelerated track. Students from all majors (including diploma or associate degree-prepared registered nurses with baccalaureate degrees in other majors) are eligible to enroll. Applicants must complete prerequisite coursework or demonstrate mastery of the following subject areas: elementary statistics, microbiology, anatomy and physiology (including all body systems), and chemistry/physics. Students may choose to enroll in additional arts and science courses or complete independent study

modules to strengthen their backgrounds in specific areas. Faculty advisors will assist prospective students to assess their learning needs and identify independent learning resources available to them in the University.

Admission

Applicants for admission to the accelerated track must meet all University requirements and have prior acceptance for admission to graduate study by the Admissions Office of Salisbury State. Admitted students may then apply to the Department of Nursing graduate program. Admission to the Department of Nursing is competitive, based on evaluation of the applicant's overall academic qualifications. To be considered for admission to the accelerated track applicants must meet the following criteria:

- Be accepted for graduate study at SSU.
- Provide a copy of the transcript of a baccalaureate or higher degree in any major from an accredited institution.
- Have a minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses completed prior to admission.
- Submit a statement of educational and professional goals.
- Have a personal interview with a faculty advisor.
- Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.
- Submit a current curriculum vitae or resume.

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

- A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test and up-to-date immunizations.
- Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
- Proof of malpractice insurance (extent of coverage is \$1,000,000-\$3,000,000).

To remain in good academic standing and progress in this program track, students must meet all University and department requirements and the following:

- Achieve a minimum grade of C in all required undergraduate courses.
- Maintain a cumulative grade point average of at least 2.75 in all undergraduate courses; maintain a cumulative grade point average of at least 3.0 in all graduate level courses.
- Be currently licensed as a professional nurse to progress to the final year of the program.

Advanced Placement of Registered Nurses

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in other disciplines may be eligible to receive credit by examination for selected undergraduate nursing courses, not to include the following courses:

		Credits
NURS 330	Conceptual Foundations for Nursing	2
NURS 450	Nursing Through the Life Cycle I	6
NURS 475	Nursing Process and Communities	5
NURS 495	Dimensions of Professional Nursing	4

(For a description of undergraduate courses, see the *Undergraduate Catalogue*.)

Course of Study

There are 83 semester hours in the program, which can be completed in three academic years of full-time study. Students enroll in undergraduate-level clinical and theory courses designed specifically for students in this track. In the second year students take undergraduate and graduate-level courses which enable them to complete the requirements for the B.S. in nursing. These courses also provide the foundation of advanced clinical practice in family health nursing in rural areas. In the final year students select either a clinical specialization or nursing service administration functional role.

The baccalaureate degree is awarded after successful completion of 48 credit hours. Full-time students normally complete the undergraduate degree requirements and are eligible to take the National Council Licensure Examination for registered nurses (NCLEX-RN) in four semesters.

The master's degree requires a minimum of 35 semester credit hours beyond those courses taken for the Bachelor of Science. Students who follow the curriculum plan and meet the degree requirements are eligible to receive the M.S. with a major in nursing after two additional semesters of full-time graduate study and completion of a thesis. Students should expect to devote at least one summer to thesis work after the fourth semester in order to complete the entire program in three years.

Course Requirements

Program plans are available in the Nursing Department. The following courses are required for an M.S. in nursing:

		Credits
BIOL 334	Pathophysiology	4
MATH 502	Applied Statistics	3
*NURS 330	Conceptual Foundations for Nursing	2
*NURS 340	Nursing Technologies and Health Assessment I	2
*NURS 341	Nursing Technologies and Health Assessment II	2
*NURS 450	Nursing Through the Life Cycle I	6
*NURS 451	Nursing Through the Life Cycle II	5
*NURS 456	Pharmacotherapeutics	3
*NURS 465	Nursing Process and Alterations in Health I	6
*NURS 466	Nursing Process and Alterations in Health II	6
*NURS 475	Nursing Process and Communities	5
*NURS 495	Dimensions of Professional Nursing	4
NURS 512	Advanced Health Assessment (FNP)	4
NURS 514	Issues in Primary Care (FNP)	2
NURS 515	Epidemiology	3
NURS 516	Family Nursing I	5
NURS 517	Family Nursing II	5
NURS 522	Clinical Therapeutics (FNP)	2
NURS 525	Health Care Systems (ADM or CS)	2
NURS 538	Nursing Theories	2
NURS 544	Nursing Research Designs	3
NURS 545	Research Development	1
NURS 552	Specialized Roles in Nursing (ADM or CS)	2
NURS 554	Administration in Nursing Service (ADM)	6
NURS 556	Clinical Nurse Specialization (CS)	6
NURS 558	Management of Family Health I (FNP)	5
NURS 559	Management of Family Health II (FNP)	5
BUAD 535	Health Care Finance (ADM)	3
EDUC 472	Theory and Practice of Teaching Adults (CS)	3
BIOL 552	Advanced Human Physiology	3
	Electives	5

* undergraduate courses for B.S.-M.S. second degree track students

Cooperative Program—Salisbury State University and Widener University

Salisbury State and Widener universities have established a cooperative program to provide expanded opportunities for specialized graduate education in nursing.

Through this program, students enrolled in the master's degree program at Salisbury State University may elect to receive advanced preparation at Widener University as clinical specialists in oncology nursing or burn emergency and trauma nursing. Students enrolled in the master's degree program at Widener University may elect to receive advanced preparation at SSU as clinical specialists in family health nursing in rural areas.

Courses

The following course listing represents the University curricula as of the publication of this catalogue. Additions and changes to the offerings are published in the "Catalogue Supplement," printed in each semester's registration *Bulletin*.

Not all courses are offered every semester. For current offerings consult the most current academic schedule and the *Guide to Course Requirements* during registration periods. See your academic advisors/department chair for additional information.

Accounting (ACCT)

601. INTEGRATED ACCOUNTING SYSTEMS 3 hours credit

Detailed analyses and hands-on application of computerized integrated accounting software systems. Emphasis on general ledger, accounts receivable, accounts payable, payroll, inventory and report writing systems. May not be taken for credit by students who have taken ACCT 401. **Prerequisites:** ACCT 304, 341; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

604. ADVANCED ACCOUNTING 3 hours credit

Examination of the following advanced accounting topics: foreign currency translations, segment interim and SEC reporting, troubled debt, partnerships, and estates and trusts. May not be taken for credit by students who have taken ACCT 404. **Prerequisites:** ACCT 302, 305; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

608. ADVANCED AUDITING 3 hours credit

Advanced auditing course building on the concepts introduced in Auditing I. Major topics include professional ethics, operational auditing, governmental auditing, statistics in auditing and computers in auditing. May not be taken for credit by students who have taken ACCT 408. **Prerequisites:** ACCT 307; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

Anthropology (ANTH)

400. INDIVIDUAL DIRECTED STUDY 3 hours credit

Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles. May not be taken by students who have completed SOCI 416 with an anthropological topic. **Prerequisites:** ANTH 212 or SOCI 212.

450. COMPARATIVE CULTURES 3 hours credit

Cross-cultural survey of primitive societies with emphasis on human social differences and their meaning. Examples drawn from Africa, Asia, North and South America and Oceania. Focus on cultural diversity with references to varying marital, religious, economic, family and social problems. May not be taken by

students who have completed SOCI 452. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY 3 hours credit

Review of current research and publication in the four subdisciplines of anthropology (cultural anthropology, physical anthropology, linguistic anthropology, archaeology/prehistory). May not be taken by students who have completed SOCI 459. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

Art (ART)

490. INDEPENDENT STUDY 1-3 hours credit

Provides directed study in one or a combination of studio disciplines. May be repeated once under a different subtitle. Students must furnish their own materials. **Prerequisites:** Approval of department chair prior to registration.

500. SEMINAR: ISSUES IN ART 3 hours credit

Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Consent of instructor. **Four hours per week.**

NOTE: See Education Department listings for the course Art Education (EDUC 495).

Biology (BIOL)

401. WETLAND ECOLOGY 4 hours credit

Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** BIOL 225; BIOL 202: Marine Botany (UMES) strongly recommended. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY 3 hours credit

Study of birds. Topics include form and function, behavior and communication, reproduction, migration, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 225. **Three hours lecture per week.**

407. THE BIOLOGY OF FISHES 3 hours credit

Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** BIOL 122, 225. **Three hours lecture per week.**

410. ESTUARINE BIOLOGY 3 hours credit

Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. **Prerequisite:** BIOL 225 (BIOL 321 strongly recommended). **Two hours lecture, two hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY 3 hours credit each
Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements within the major. **Prerequisite:** Consent of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR 1 hour credit each

Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Consent of instructor. **One hour per week.**

422. VERTEBRATE PHYSIOLOGY 4 hours credit

Study of the physiological mechanisms utilized by plants, with special reference to the higher phyla. **Prerequisites:** BIOL 122, CHEM 121. **Three hours lecture, three hours laboratory per week.**

430. PLANT PHYSIOLOGY 4 hours credit

Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** BIOL 121, CHEM 221. Organic Chemistry highly recommended. **Three hours lecture, three hours laboratory per week.**

440. CONTEMPORARY GENETICS 3 hours credit

Advanced study of molecular genetic engineering processes. **Prerequisites:** BIOL 350, CHEM 221. **Three hours lecture per week.**

445. VIROLOGY 3 hours credit

Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisite:** BIOL 350. **Three hours lecture per week.**

490. SPECIAL TOPICS IN BIOLOGY 1-4 hours credit

Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Sixteen hours of biology, approval of instructor.

501. MODERN CONCEPTS IN BIOLOGY 3 hours credit

Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Three hours lecture per week.**

502. BIOLOGY AND ENVIRONMENT 3 hours credit

Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY 3 hours credit

Intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

504. PERSPECTIVES IN MODERN GENETICS 3 hours credit

Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

552. ADVANCED HUMAN PHYSIOLOGY 3 hours credit

In-depth study of the physiology and associated anatomic structures of human organ systems. Topics include the cell

and the nervous, muscular, circulatory, endocrine, digestive and excretory systems, with separate attention to temperature regulation. **Prerequisite:** B.S. in biology, health related field or education with biology emphasis. **Three hours lecture per week.**

Business Administration (BUAD)

510. GRADUATE SURVEY OF ACCOUNTING 3 hours credit

Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

520. GRADUATE SURVEY OF ECONOMICS 3 hours credit

Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, 151, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS 3 hours credit

Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

535. HEALTH CARE FINANCE 3 hours credit

Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE 3 hours credit

Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or equivalent. **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT 3 hours credit

Study of the interrelationship of various management functions: principles of general management, production management, management information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

560. GRADUATE SURVEY OF MARKETING 3 hours credit

Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course.

Prerequisite: Provisional status in M.B.A. program. **Three hours per week.**

615. RESEARCH METHODOLOGY 3 hours credit
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY 3 hours credit
Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR 3 hours credit
Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Analysis of factors which determine aggregate production, income and employment. Evaluation of fiscal, monetary and income policies. Review of forecasting techniques. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Study of the environmental forces which influence the organization. Includes identification and measurement of external forces and effects on management decisions. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

640. MANAGERIAL ACCOUNTING 3 hours credit
Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT 3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 hours credit
Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY 3 hours credit
Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in

planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR 3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY 3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP 3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and non-business institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS 3 hours credit
Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY 3 hours credit
Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SSU's M.B.A. program, including either BUAD 640 or 650. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR 3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program, written permission of instructor and M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS 1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

Chemistry (CHEM)

423. EXPERIMENTAL PHYSICAL CHEMISTRY I 2 hours credit
Laboratory and report-writing course emphasizing classical experiments in physical chemistry. **Prerequisite/corequisite:** CHEM 342. **Two hours lecture, two hours laboratory per week.**

424. EXPERIMENTAL PHYSICAL CHEMISTRY II 2 hours credit
Laboratory-based course emphasizing the theory and applications of modern instrumental methods. **Prerequisite/corequisite:** CHEM 423. **Two hours lecture, two hours laboratory per week. (in spring of even numbered years)**

499. SPECIAL TOPICS IN CHEMISTRY AND PHYSICS 3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. **Three hour lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY 3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles recorded with the registrar. **Lab-lecture equivalent.**

Communication Arts (CMAT)

400. COMMUNICATION AND CULTURE 3 hours credit
Philosophy and theories of human communication: structures, relations and interactions among forms of communication within their cultural settings. **Three hours per week.**

453. CREATIVE DRAMATICS 3 hours credit
Emphasis on the manner in which creative dramatics assists in the growth of the child. Considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week.**

490. SPECIAL TOPICS IN COMMUNICATION 1-3 hours credit
Intensive study of a selected topic in speech, communication studies or theatre. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

500. ORAL READING AND THE TEACHING OF LITERATURE 3 hours credit
Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION 3 hours credit
The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

645. ORGANIZATIONAL COMMUNICATION 3 hours credit
Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Computer Science (COSC)

422. ORGANIZATION OF PROGRAMMING LANGUAGES 3 hours credit
Organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of programs. **Prerequisite:** COSC 350. **Three hours per week.**

450. OPERATING SYSTEMS 3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Resource allocation emphasized. **Prerequisite:** COSC 350. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles recorded by the registrar. **Prerequisite:** (for most topics) COSC 350. **Three hours per week.**

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS 3 hours credit
Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. **Prerequisites:** Ability to design and write clear programs; COSC 120.

Education (EDUC, ELED, SCED)

408. CHILDREN'S LITERATURE 3 hours credit
Study of the works of important writers and artists in each of the major types of children's books (fairy tales, picture books, realistic fiction, fantasies, biographies, etc.). Historical trends and methods of incorporating children's literature into the elementary program included. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

409. LITERATURE FOR ADOLESCENTS 3 hours credit
Study of literature for and about contemporary adolescents. Emphasis on methods of teaching that build adolescent appreciation for the more established literary selections in secondary school curriculum. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

419. TEACHING MUSIC IN THE ELEMENTARY SCHOOL 3 hours credit
Techniques for teaching music in the elementary school; study of the child voice; appropriate singing, listening, rhythmic, instrumental and creative activities; remedial work for poor singers; activities for musically talented children; comprehension overview of music materials and their application to the elementary school curriculum. **Prerequisites:** Admission to Professional Teacher Education Program, MUSC 200/equivalent. **Three hours per week.**

420. FOUNDATIONS OF READING (Elementary Education) 3 hours credit
Deals with pre-reading skills, beginning reading, informal assessment, analysis of reading programs, grouping procedures, word attack skills, and development of vocabulary and comprehension abilities. Intended for personnel in elementary education. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

422. FOUNDATIONS OF READING (Middle and Secondary Level) 3 hours credit
Development and evaluation of effective reading skills and habits, especially in the subject content fields, and consideration of problems of content, organization, readability and method in teaching reading at higher levels. **Three hours per week.**

425. TEACHING READING COMPREHENSION: RESEARCH FINDINGS AND STRATEGIES FOR INSTRUCTION 3 hours credit

Elective in reading education. Investigates contemporary research relating to the development of reading comprehension, procedures for assessing reading comprehension competencies and teaching strategies to improve comprehension. Designed for elementary, middle school, reading and resource teachers. **Prerequisites:** Admission to Professional Teacher Education Program, either EDUC 316, 420 or 422. **Three hours per week.**

427. CLASSROOM ANALYSIS AND CORRECTION OF READING DIFFICULTIES 3 hours credit

Deals with the causes of reading disabilities, prevention of reading failure, strategies for the collection and analysis of reading behavior and instructional programs for correction. Intended for pre-service and in-service teachers interested in reading disabilities, but not interested in pursuing a specialization in reading education. **Prerequisite:** EDUC 316 or 420 or 422 or a foundations course in reading instruction. **Three hours per week.**

429. TEACHING MUSIC IN THE SECONDARY SCHOOL 3 hours credit

Methods and materials of music teaching in grades 7-12. Emphasis on vocal, instrumental and general music. **Prerequisites:** MUSC 200, admission to Professional Teacher Education Program.

432. LITERACY AND ESOL READING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 hours credit

Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. Field experience required. **Prerequisites:** EDUC 300; elementary education degree/declared elementary education major. **Three hours per week.**

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I 3 hours credit

Materials and methods for teaching language arts to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, use of space, class management and lesson planning. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. **Prerequisite:** EDUC 440. **Three hours per week.**

442. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM II 3 hours credit

Materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, room design, class management and lesson planning. Attention to management, professional development, curriculum development roles and field trip planning. **Prerequisite:** EDUC 400. **Three hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing

materials for specific ESOL students. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

454. COMPOSITION: CURRICULUM AND METHODS 3 hours credit

Study of the emergence of contemporary curriculum for teaching writing with emphasis on contributing models. Design of instructional materials which employ a range of methods within a "writing process" framework and promote the use of writing to teach academic content. Lecture, discussion, design and analysis of instructional materials, microteaching and instructional analysis. **Prerequisite:** At least one course in composition beyond ENGL 101. **Three hours per week.**

467. EDUCATING THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM 3 hours credit

Acquaints classroom teachers with instructional approaches for the mildly handicapped learner. Major topics of the course include mainstreaming, IEPs, adapting instructional approaches, behavior management, stressing early childhood, elementary and secondary levels. Intended for the regular classroom teacher and not for certification in special education. Student may not receive credit for both EDUC 467 and 480. **Prerequisite:** EDUC 300 or equivalent. **Three hours per week.**

471. COMPUTERS IN EDUCATION 3 hours credit

Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions. **Prerequisite:** A teaching methods course or consent of instructor. **Three hours per week.**

472. THEORY AND PRACTICE OF TEACHING ADULTS 3 hours credit

For upper-division students in any discipline seeking information about contemporary methods of effective adult instruction. Assumes no prior knowledge about educational methods, theories or practices. **Three hours per week.**

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION 3 hours credit

Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. **Three hours per week.**

490. SPECIAL PROBLEMS AND PRACTICES IN EDUCATION 1-6 hours credit

Individually designed programs including seminars, workshops and courses in curriculum development, planning, evaluation, specialized areas of study for purposes of enrichment, in-depth study of special problems and/or professional practices in education. May be taken twice under different subtitles. **Prerequisite:** Admission to professional program or permission of department chair.

495. SPECIAL PROBLEMS AND PRACTICES IN ART EDUCATION K-12 3 hours credit

For individually designed classroom programs in education, including seminars, workshops, curriculum development, daily planning, evaluation and art study projects. Students furnish some materials. Recommended for senior undergraduate or graduate credit. May only be taken once for credit.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS 3 hours credit

Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH 3 hours credit

Introduction to quantitative and qualitative methods of scientific

inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT 3 hours credit

Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION 3 hours credit

Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours lecture per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS 3 hours credit

Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT 3 hours credit

Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or consent of instructor. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION 3 hours credit

Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES 3 hours credit

Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE 3 hours credit

Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

514. CURRICULUM INSTRUCTION 3 hours credit

Study of the factors underlying the public school curriculum and its development. Opportunities are provided for individual research in curriculum construction at either the elementary or secondary school level. **Three hours per week.**

516. PUBLIC SCHOOL ADMINISTRATION 3 hours credit

Analysis of the responsibilities of the school administrator, including procedures for staff organization, in-service training, curriculum development, scheduling, guidance and other facets of school administration. **Three hours per week.**

517. PUBLIC SCHOOL SUPERVISION 3 hours credit

Study of the nature, methods and techniques of public school supervision, emphasizing human relationships and other factors involved in the role of the supervisor. **Prerequisite:** EDUC 516. **Three hours per week.**

519. THE LAW AND PUBLIC EDUCATION 3 hours credit

Study of school law which affects the teacher and the public

school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. May not be taken by students who have credit for EDUC 405. **Three hours per week.**

520. THE DIAGNOSIS OF READING DISABILITIES 3 hours credit

Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading disabilities. **Prerequisite:** EDUC 420 or 422. **Three hours per week.**

521. THE REMEDIATION OF READING DISABILITIES 3 hours credit

Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

522. CLINICAL PRACTICUM IN READING 3 hours credit

Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

523. ADVANCED SEMINAR IN READING EDUCATION 3 hours credit

Survey of the literature in reading education dealing with trends, needs and future directions in such topics as early identification, diagnostic techniques, remediation, severe reading disabilities, linguistics, learning modalities and others. **Prerequisite:** EDUC 522. **Three hours per week.**

526. SEMINAR: MEDIA, TECHNOLOGY AND INSTRUCTIONAL SYSTEMS 3 hours credit

Seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisite:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skill in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under direction of departmental supervision.

532. CLASSROOM ASSESSMENT 3 hours credit

Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Three hours per week.**

533. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION 3 hours credit

Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

534. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT 3 hours credit

Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502. **Three hours per week.**

536. CREATIVITY IN EARLY CHILDHOOD EDUCATION 3 hours credit

In-depth study of the creative process and the techniques that will promote creativity. **Prerequisite:** EDUC 440. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD EDUCATION 3 hours credit

Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Prerequisite:** EDUC 440. **Three hours per week.**

538. LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD 3 hours credit

Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502. **Three hours per week.**

545. LEARNING AND INSTRUCTION IN THE SCHOOLS 3 hours credit

Identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

550. LEADERSHIP AND CHANGE 3 hours credit

Study of leadership dimensions necessary for establishing purposes and goals conducive to school effectiveness. Investigates collaborative and individual leadership roles and behaviors that will influence productivity and achievement and change and foster a positive educational climate. **Prerequisite:** EDUC 516. **Three hours per week.**

551. EVALUATION RESEARCH APPLICATIONS IN SCHOOL ADMINISTRATION 3 hours credit

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

552. GROUP DYNAMICS IN SCHOOL ADMINISTRATION 3 hours credit

Study of the individual and group development within educational settings. Emphasis on research, theory and practice of leadership styles, decision-making processes, adult development and communication, and ethics in educational organizations. **Prerequisites:** EDUC 516, 517. **Three hours per week.**

553. FINANCIAL MANAGEMENT IN SCHOOL ADMINISTRATION 3 hours credit

Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDUC 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN EDUCATION 3 hours credit

Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDUC 516. **Three hours per week.**

555. INTERNSHIP IN SCHOOL ADMINISTRATION/SUPERVISION 3 hours credit

Provides experience in administrative and/or supervisory activities in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION 3 hours credit

Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate to EDUC 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS 3 hours credit

Focuses on the role and responsibility of school leaders in communication with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

560. COLLEGE TEACHING 3 hours credit

Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS IN POSTSECONDARY EDUCATION 3 hours credit

Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

565. INTERNSHIP IN POSTSECONDARY EDUCATION 3 hours credit

Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Consent of M.Ed. coordinator. **Five hours per week.**

570. SEMINAR: CURRENT ISSUES IN EDUCATIONAL TECHNOLOGY 3 hours credit

Opportunities for students to pursue and share research-based examinations of selected current issues in educational technology. Examines the use of educational technology as a tool in the classroom rather than how to teach students about technology. Focuses primarily on interactive and information sharing technologies. **Prerequisite:** EDUC 471 or permission of instructor.

571. TELECOMMUNICATIONS IN EDUCATION 3 hours credit

Examines the role of telecommunications in education in general and the Internet in particular. Provides a broad introduction to the role of telecommunications in the teaching and learning process as well as how the Internet is transforming the organization of schools. Examines the history of telecommunications and the Internet, the applications of telecommunications in contemporary learning environments and possible future directions. **Prerequisite:** EDUC 471 or permission of instructor.

576. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 hours credit

Studies the works of important authors and illustrators in literature written specifically for children and adolescents with emphasis on selecting and using the literature in a balanced instructional program. **Three hours per week.**

577. ORAL AND WRITTEN LANGUAGE 3 hours credit

Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH 3 hours credit

Capstone experience in the M.Ed. program engaging students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION 3 hours credit

Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit

Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit

Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS 3 hours credit

Aids educators in working effectively with groups in school settings. Laboratory method used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings considered. Emphasis on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

586. CONFLICT RESOLUTION AND PEER MEDIATION 3 hours credit

Prepares educators to resolve conflicts with students, faculty and administration. Participants learn how to teach conflict resolution skills to students and how to institute peer mediation programs at the classroom and school levels. **Three hours per week.**

587. COOPERATIVE LEARNING 3 hours credit

Provides students with skills to effectively utilize cooperative learning in the classroom. Class and team building, teaching of social skills and the use of appropriate cooperative learning structures emphasized. **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES 3 hours credit

Special education services and issues from the perspective of

elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

590. SEMINAR IN EDUCATION 3 hours credit

Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Consent of instructor.

591. DIRECTED INDEPENDENT STUDY 1-3 hours credit

Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and department chair.

English (ENGL)**405. MAJOR FILM DIRECTORS 3 hours credit**

Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. **Three hours per week.**

411. CHAUCER (Author)

Chaucer's major works with emphasis on *The Canterbury Tales*. **Three hours per week.**

412. MILTON (Author) 3 hours credit

The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Three hours per week.**

414. ELIZABETHAN AND JACOBAN LITERATURE (Period) 3 hours credit

A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. **Three hours per week.**

419. SHAKESPEARE 3 hours credit

A study of the major comedies and histories with an emphasis on the tragedies. **Three hours per week.**

420. RESTORATION AND 18TH CENTURY LITERATURE (Period) 3 hours credit

A study of British literature from 1660 through the 18th century. Writers studied are Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell and Goldsmith. **Three hours per week.**

425. VICTORIAN LITERATURE (Period) 3 hours credit

A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. **Three hours per week.**

421. ROMANTIC LITERATURE (Period) 3 hours credit

Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. **Three hours per week.**

426. COLONIAL AMERICAN LITERATURE (Period) 3 hours credit

A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. **Three hours per week.**

427. THE AMERICAN RENAISSANCE (Period) 3 hours credit

A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. **Three hours per week.**

428. AMERICAN SOUTHERN RENAISSANCE**1930-1970 (Period) 3 hours credit**

A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. **Three hours per week.**

430. PRINCIPLES OF LINGUISTICS 3 hours credit

Study of the components, processes and complexities of human language. Topics include phonology, morphology, syntax, language acquisition, writing systems, language attitudes, language processing and non-human language. **Three hours per week.**

431. A SURVEY OF MODERN GRAMMARS 3 hours credit

A historical approach to the descriptions of language: the traditional, the structural, the transformational and the tagmemic. **Three hours per week.**

432. LITERACY AND ESOL READING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE 3 hours credit

A linguistic approach to the unique relationship between a language and the cultural total of which the language is a part. Educational, political and economic implications. **Three hours per week.**

435. VARIETIES IN LANGUAGE 3 hours credit

Examines dialect variations according to gender, age, geography, ethnicity, socio-economic class and level of education. Emphasizes oral and written communication and problems caused by dialect variations. **Prerequisite:** ENGL 110 or consent of instructor. **Three hours per week.**

437. HISTORY OF THE ENGLISH LANGUAGE 3 hours credit

The development of modern English; internal changes in pronunciation, structure, vocabulary and usage with reference to the external history. **Prerequisite:** ENGL 110 or consent of instructor. **Three hours per week.**

438. BILINGUALISM 3 hours credit

Introduces students to what it means to be a bilingual child or adult in a world where over 60 percent of its citizens use two or more languages regularly. While exploring an individual's bilingualism, students learn about bilingualism as it relates to the world, the state and the community. Students explore the mind's role in bilingualism and in language learning in general, as well as bilingualism's role in present-day education. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE/DIALECT LEARNING 3 hours credit

Approaches to second language and dialect learning, teaching English to speakers of other languages, the question of standard English as a second dialect. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

442. PRACTICUM IN ENGLISH 1-3 hours credit

Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

447. APPLIED PHONOLOGY 3 hours credit

Introduces students to English phonology as it relates to students learning English as a second language/dialect. Students learn to transcribe spoken language using the phonetic alphabet and how to analyze and identify speech patterns of modern American English. Those interested in foreign languages and language in general will find this course useful to their general knowledge of language. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

448. LITERATURE OF THE THIRD WORLD 3 hours credit

Study of Third World literature and ways it resembles and differs from Western literature in matters of theme, style or content. May include authors such as Fuentes, Garcia Marquez, Paton, Head, Achebe, Thiong'o, Hulme. **Three hours per week.**

449. ETHNIC LITERATURE IN AMERICA 3 hours credit

Explores literature of America's ethnic cultures and their historical and literary contexts. Emphasizes but not limited to literature of African-, Asian-, Jewish-, Mexican- and Native-Americans. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit

An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. Can be repeated for credit with different themes. **Prerequisites:** ENGL 102 and a philosophy course, or consent of instructor. **Three hours per week.**

453. MODERN POETRY (Genre) 3 hours credit

A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Three hours per week.**

457. AMERICAN NOVEL I (Genre) 3 hours credit

A study of major American novels through World War I. Writers studied may include Hawthorne, Crane, Melville, James and Twain. **Three hours per week.**

458. AMERICAN NOVEL II (Genre) 3 hours credit

A study of major American Novels between World War I and World War II. Writers studied may include Fitzgerald, Hemingway, Steinbeck, Faulkner and Lewis. **Three hours per week.**

459. CONTEMPORARY LITERATURE (Period) 3 hours credit

A study of selected literature from 1945 to the present. **Three hours per week.**

460. BRITISH NOVEL I (Genre) 3 hours credit

A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. **Three hours per week.**

462. BRITISH NOVEL II (Genre) 3 hours credit

A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. **Three hours per week.**

463. LITERARY ANALYSIS 3 hours credit

Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological,

mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Three hours per week.**

465. RESEARCH IN COMPOSITION 3 hours credit

Explores current theories and research on writing process and product. Topics include definitions of writing; rhetorical contexts; heuristics for prewriting, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH 3 hours credit

Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the professor. **Three hours per week.**

470. HISTORY OF RHETORIC IN INSTRUCTION 3 hours credit

Studies how changing views of rhetoric influence the development of composition instruction in English departments. **Three hours per week.**

490. TOPICS IN ENGLISH 1-3 hours credit

Intensive study of a literary genre, figure or period; or intensive study in language, writing or film. May be repeated for credit in different areas of study. **Prerequisite:** ENGL 102 or consent of instructor.

500. SEMINAR IN MAJOR AMERICAN WRITERS OF THE 19TH CENTURY 3 hours credit

A study of selected topics in American literature of the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

501. SEMINAR IN MAJOR AMERICAN WRITERS OF THE 20TH CENTURY 3 hours credit

A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I 3 hours credit

A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II 3 hours credit

A study of selected topics in English literature from the Restoration, 18th century and Romantic period. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III 3 hours credit

A study in selected topics in English literature of the Victorian and modern periods (up to 1945). Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

508. CONTEMPORARY LITERATURE 3 hours credit

A study of selected topics in contemporary British and American literature (after 1945). Emphasizes one or more major authors, genres or literary themes. May be repeated under different

course subtitles recorded with the registrar. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY 3 hours credit

A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS 3 hours credit

Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

514. WRITING PROGRAM ISSUES 3 hours credit

Explores successful writing programs particularly at the college level and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction.

515. MARYLAND WRITING PROJECT SUMMER INSTITUTE 6 hours credit

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings.

520. APPLIED MODERN ENGLISH GRAMMAR 3 hours credit

This is a practical grammar course, the aims of which are to create an in-depth understanding of the operations of American English and to explore various approaches to teaching grammar in the ESOL classroom. Students will work with actual samples of ESOL speech/writing and will come to understand the workings of the English language via an inductive approach to grammar analysis. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under department supervision.

531. THESIS 3 hours credit**533. ESOL PROGRAM DEVELOPMENT 3 hours credit**

Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both socio-linguistic and linguistic, which are faced by Limited English Proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

French (FREN)

401. ADVANCED COMPOSITION AND MORPHOLOGY 3 hours credit

Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** FREN 310 or consent of department chair. **Three hours per week.**

402. ADVANCED CONVERSATION 3 hours credit

Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** FREN 312 or consent of department chair. **Three hours per week.**

405. SPECIAL PROBLEMS IN FRENCH 1-6 hours credit

Individual study of special areas in French linguistics or in French literature with the advice and direction from a member of the department. May be repeated with new content. **Prerequisite:** Consent of department chair.

480. SENIOR SEMINAR 1-3 hours credit

For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

Geography and Regional Planning (GEOG)

401. SOIL, WATER AND ENVIRONMENT 3 hours credit

Study of the role of soil and water in the physical environment and practices used in analyzing and managing these resources. **Prerequisite:** GEOL 103 or 105 or consent of instructor. **Two one-hour lectures; one two-hour laboratory or one field trip per week.**

404. RURAL SETTLEMENT AND LAND USE 3 hours credit

Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

406. REGIONAL PLANNING 3 hours credit

Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

408. URBAN PLANNING 3 hours credit

Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisite:** GEOG 208 or consent of instructor. **Three hours per week.**

410. METEOROLOGY 3 hours credit

Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

411. GEOMORPHOLOGY 3 hours credit

Landform analysis. Study of agents of erosion and deposition—water, wind and ice—and of internal forces which leave visible evidence on the earth's surface. **Prerequisite:** GEOL 103 or consent of instructor. **Four hours per week; three one-day, one three-day field trips.**

413. APPLIED CLIMATOLOGY 3 hours credit

Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit

Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for senior with 18 or more hours in geography. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit

Permits in-depth study of a selected topic to be indicated on student's transcript. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit

Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit

Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.**

475. FIELD PROBLEMS IN GEOGRAPHY 3-6 hours credit

Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisite:** Consent of instructor.

504. SEMINAR: PHYSICAL GEOGRAPHY 3 hours credit

Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY 3 hours credit

Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under departmental direction.

Health (HLTH)

401. COMMUNITY HEALTH 3 hours credit

Study of the factors involved in improving public health, including a survey of community health problems and resources and the role of the teacher in community health. **Three hours per week.**

410. STRESS AND STRESS MANAGEMENT 3 hours credit

Provides an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal

and relaxation training. Useful for personal growth and professional application. **Prerequisites:** BIOL 215, 216. **Three hours per week. (fall semester only)**

History (HIST)

400. HISTORY OF MARYLAND 3 hours credit

Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

401. HISTORY OF U.S. FOREIGN RELATIONS 3 hours credit

Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Prerequisites:** HIST 201, 202. **Three hours per week.**

405. THE UNITED STATES IN THE TWENTIETH CENTURY I 3 hours credit

Populism to 1932. Study of the political, economic, intellectual and social problems attending America's rise to world power late in the 19th century, involvement in World War I, the changes attending that conflict and the problems of the 1920s. **Prerequisites:** HIST 201, 202. **Three hours per week.**

406. THE UNITED STATES IN THE TWENTIETH CENTURY II 3 hours credit

F.D. Roosevelt to the present. Study of the efforts of the United States to resolve the complex problems of the 1930s intensified by the Great Depression, its involvement in World War II and struggles to maintain peace in the post-war world. **Prerequisites:** HIST 201, 202. **Three hours per week.**

407. THE WESTWARD MOVEMENT 3 hours credit

Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

408. HISTORY OF THE SOUTH 3 hours credit

History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I and II 3 hours credit each

Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. **Three hours per week.**

417. HISTORY OF SCIENCE AND TECHNOLOGY 3 hours credit

Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

421. EUROPE IN THE TWENTIETH CENTURY WORLD 3 hours credit

Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

423. IMPERIAL RUSSIA 3 hours credit

Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social

developments, Russia's expansion and the conditions that led to revolution. **Prerequisites:** HIST 101, 102. **Three hours per week.**

424. MODERN RUSSIA 3 hours credit

Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

430. READINGS IN HISTORY 3 hours credit

Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Permission of department chair. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY 3 hours credit

Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

445. AFRICAN-AMERICAN HISTORY 3 hours credit

Study of the life and role of the African-American from the colonial period to the present. **Three hours per week.**

460. HISTORY OF CHINA SINCE 1800 3 hours credit

The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisites:** HIST 101, 102. **Three hours per week.**

470. HISTORY OF THE EARLY ROMAN EMPIRE 3 hours credit

Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisites:** HIST 101, 102. **Three hours per week.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY 3 hours credit

Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Prerequisites:** HIST 101, 102. **Three hours per week.**

474. HISTORY OF ANCIENT EGYPT 3 hours credit

Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisite:** HIST 101. **Three hours per week.**

480. MUSEUM STUDIES 3 hours credit

Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the consent of the instructor. **Prerequisite:** Written approval of department chair to register. **Three hours per week.**

490. STUDIES IN HISTORY 3 hours credit

Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Consent of department chair. **Three hours per week.**

502. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA 3 hours credit

A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics

through individual research projects. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN 19TH CENTURY AMERICA **3 hours credit**
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN EUROPEAN HISTORY **3 hours credit**
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR: MARYLAND HISTORY **3 hours credit**
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

506. SEMINAR IN 20TH CENTURY AMERICA **3 hours credit**
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

508. SEMINAR IN AMERICAN DIPLOMACY **3 hours credit**
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

510. SEMINAR IN LATIN AMERICAN HISTORY **3 hours credit**
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

512. READING SEMINAR **3 hours credit**
An extensive-intensive directed readings course on a topic selected by the instructor. It is intended to be an in-depth survey of a specific topic, as well as preparation for the written and oral examinations for the M.A. **Three hours per week.**

530. DIRECTED RESEARCH **3 hours credit**
Preparation of optional research project in master's degree program under departmental supervision. **Three hours per week.**

531. THESIS **3 hours credit**

Mathematical Sciences (MATH)

402. THEORY OF NUMBERS **3 hours credit**
Basic concepts: integers, prime numbers, divisibility, congruences and residues. **Prerequisite:** MATH 201. **Three hours per week.**

406. GEOMETRIC STRUCTURES **3 hours credit**
Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 201. **Three hours per week.**

413. MATHEMATICAL STATISTICS I **3 hours credit**
Axioms and algebra of probability, discrete and continuous random variables distribution, multivariate distributions, limit

theorems. **Prerequisite:** MATH 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II **3 hours credit**
Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, non-parametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

441. ABSTRACT ALGEBRA **3 hours credit**
Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 306 or 310. **Three credit hours per week.**

451. ANALYSIS I **3 hours credit**
Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisite:** MATH 310. **Three credit hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS **3 hours credit**
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. **Prerequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS **3 hours credit**
Interpolation, functional approximation, numerical differentiation and integration, non-linear equations, systems of linear equations, analysis of error. **Prerequisite:** MATH 311, programming experience.

480. HISTORY OF MATHEMATICS **3 hours credit**
Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 402 or 406 or 441. **Three credit hours per week.**

490. SPECIAL TOPICS **3 hours credit**
Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles recorded by the registrar. **Prerequisite:** (For most topics) MATH 306, 310. **Three hours per week.**

500. FOUNDATIONS OF NUMBER THEORY **3 hours credit**
Designed for teachers of arithmetic, with emphasis on the development of the real number system in elementary number theory. **Prerequisite:** One course in college mathematics or consent of instructor. **Three hours per week.**

502. APPLIED STATISTICS **3 hours credit**
The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. **Prerequisite:** A course in statistics (MATH 151). **Three hours per week.**

506. SELECTED TOPICS **3 hours credit**
Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Approval of the department.

507. SEMINAR: ALGEBRA **3 hours credit**
A seminar dealing with selected topics from line art and abstract algebra. A seminar paper is required. **Prerequisite:** Approval of the department.

530. DIRECTED RESEARCH **3 hours credit**
Preparation of optional research project in Master of Education program under departmental supervision.

590. SPECIAL PROBLEMS IN MATHEMATICS **3 hours credit**
Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

Music (MUSA, MUSC)

400. RENAISSANCE AND BAROQUE MUSICAL STYLES **3 hours credit**
Philosophy, musical forms and styles of the period 1500-1750; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

401. MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES **3 hours credit**
Philosophy, musical forms and styles of the period 1750-1900; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE **3 hours credit**
Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisites:** MUSC 200, 110, 104 or approval of instructor. **Three hours per week.**

406. THEORY OF ELECTRONIC MUSIC **3 hours credit**
Theoretical approach to the practical application of music synthesis through reading, listening, analysis and studio experience. **Prerequisite:** MUSC 112 or permission of instructor. **Three hours per week.**

408. MODERN MUSIC **3 hours credit**
Emergence of new developments from late romantic music through serial and electronic music, including influences of jazz and consideration of social forces and current world events. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

409. INTRODUCTION TO ETHNOMUSICOLOGY **3 hours credit**
Study of music of world cultures not associated with the traditional study of Western art music with emphasis on the musics of Eastern Europe; the Near, Middle and Far East; Africa; the Pacific Islands; and native America. **Prerequisites:** MUSC 104 or 110 and 200 or approval of instructor. **Three hours per week.**

410. CHURCH MUSIC **3 hours credit**
Designed for the practicing or potential church musician. A practical course dealing with all aspects of the church music program. **Prerequisite:** Approval of instructor. **Three hours per week.**

411. APPLIED MUSIC I **1-2 hours credit**
An advanced course in performance techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods is a required culmination. Students will elect one

performing medium (piano or voice or organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated for credit once.

412. APPLIED MUSIC II **1-2 hours credit**
Advanced course in performing techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods as a required culmination. Students elect one performing medium (piano, voice, organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated once for credit.

416. AMERICAN MUSIC **3 hours credit**
Analysis of musical forces and styles as they reflect the nation's development and America's unique contributions to the growth of music as an art form. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS **3 hours credit**
Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. **Prerequisite or corequisite:** MUSC 304. **Three hours per week.**

435. CHORAL LITERATURE **3 hours credit**
Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

440. MODERN MARCHING BAND: TECHNIQUES AND MATERIALS **3 hours credit**
Detailed work-survey of traditional marching band styles and their adaptation to current trends. **Prerequisite:** Approval of instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE **3 hours credit**
Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

450. STUDIES IN MUSIC **3 hours credit**
Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY **1-3 hours credit**
Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits.

500. 20th CENTURY MUSIC **3 hours credit**
Analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on music of our time. **Three hours per week.**

501. SYMPHONY ORCHESTRA 1 hour credit
Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

502. SYMPHONY ORCHESTRA 1 hour credit
Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

503. SYMPHONY ORCHESTRA 1 hour credit
Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours studio per week.**

505. MUSIC HISTORY AND MUSICAL STYLE 3 hours credit
The development of Western musical style is traced from early written records to the present, stressing the continuity of basic musical principles. **Prerequisite:** One course in music history or a stylistic period. **Three hours per week.**

507. CHAMBER CHOIR 1 hour credit
Research and performance of major works in choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

508. CHAMBER CHOIR 1 hour credit
Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

509. CHAMBER CHOIR 1 hour credit
Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION 3 hours credit
Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

512. ADMINISTRATION AND SUPERVISION IN SCHOOL MUSIC 3 hours credit
Deals with the need and purpose of supervision in music. Areas of concentration include factors affecting the learning process, curriculum building, fiscal management, evaluation and staff-community relations. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING 3 hours credit
Designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

516. WIND SINFONIA 1 hour credit
Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

517. WIND SINFONIA 1 hour credit
Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

518. WIND SINFONIA 1 hour credit
Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION 3 hours credit
A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/ MUSIC EDUCATION 3 hours credit
Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. **Weekly conference with faculty sponsor.**

538. APPLIED MUSIC IX 1-2 hours credit
Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X 1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

590. DIRECTED INDEPENDENT STUDY 1-3 hours credit
An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles recorded with the registrar. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

Nursing (NURS)

415. SPECIAL TOPICS IN NURSING 1-3 hours credit
Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. **One to three hours lecture, zero to two hours laboratory per week.**

457. CULTURAL CONSIDERATIONS IN NURSING 2 hours credit
A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Prerequisite:** Junior standing/consent of instructor. **Two hours per week.**

485. SCHOOL HEALTH 3 hours credit
Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300/ EDUC 300/consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Intensive study in a specific area of nursing agreed upon by the student and faculty member. Open to senior and graduate students. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Written consent of instructor who will direct the study, chair of the department and director of the graduate program in nursing, if graduate credit is sought.

495. DIMENSIONS OF PROFESSIONAL NURSING 4 hours credit
Examines social, economic and political forces impacting health care and nursing roles in complex organizations. Provides framework for development of specialized nursing roles.

Students integrate organization and role theories as leaders and change agents in a variety of health care settings. **Prerequisite:** Completion of semester III in the accelerated program track. **Two hours lecture, six hours clinical per week.**

512. ADVANCED HEALTH ASSESSMENT FOR FAMILY NURSE PRACTITIONERS 4 hours credit
This course introduces primary care concepts and the role of the nurse practitioner as an advanced practice nurse. Application of history taking and interviewing skills integral to the comprehensive practice of the nurse practitioner are demonstrated. Physical assessments skills focus on distinguishing normal findings from abnormal findings with diagnoses and appropriate guidance and/or interventions given when the client exhibits a deviation likely to interfere with health maintenance. Health problems addressed in this course are acute and self-limiting and discussed in relation to the application of advanced physical assessment skills. **Prerequisite:** Two years of clinical practice experience. **Five hours lecture, three hours lab, twelve hours clinical practice per week.**

514. ISSUES IN PRIMARY CARE 2 hours credit
Addresses key issues relevant to the advanced practice of a nurse practitioner. The student will be engaged in a practice setting under the direction of a clinical preceptor in which the student will function in the comprehensive role of a family nurse practitioner. Experiences in the clinical setting will be linked to seminar discussions and include a focus on health care issues as they relate to both urban and rural families. **Prerequisites:** NURS 512, BIOL 552. **One hour seminar, 3 hours clinical per week.**

515. EPIDEMIOLOGY 3 hours credit
Focus on epidemiologic concepts and the incorporation of empirical epidemiologic data into the advanced application of nursing process. Emphasis in place on the study of health problems affecting families in rural settings. **Three hours lecture per week.**

516. FAMILY NURSING I 5 hours credit
Explores advanced theoretical and empirical knowledge related to families, with special attention to families in rural settings. Emphasis is placed on incorporation of this knowledge into the advanced application of the nursing process with the rural family as a client to improve family health. **Three hours lecture, six hours clinical practice per week.**

517. FAMILY NURSING II 5 hours credit
Continues the exploration of advanced theoretical and empirical knowledge related to families in rural settings, with emphasis on the application of research findings. The expanded application of the nursing process focuses on the culture and characteristics of the rural communities in which families live and their influences on health and adaptation. **Prerequisites:** NURS 515, 516. **Two hours lecture, nine hours clinical practice per week.**

522. CLINICAL THERAPEUTICS 2 hours credit
Presents a study of clinical pharmacological and related physiological processes which are basic to advanced nursing practice. Focus on the clinical application of pharmacological agents most frequently prescribed by nurse practitioners. Prescription writing is presented including legal, and socioeconomic factors. Clinical thinking is emphasized throughout the course as a necessary component of accountable clinical practice. **Prerequisites:** BIOL 552, enrolled in the FNP track. **Two hours lecture per week.**

525. HEALTH CARE SYSTEMS 2 hours credit
Explores the structure and functions of the health care system and the legal, ethical and economic forces that impact on it. Emphasis is placed on rural health issues and on the role of the advanced nurse practitioner in analyzing these issues and

serving as an advocate for policies which will positively affect the health of rural families. **Two hours lecture per week.**

538. NURSING THEORIES 2 hours credit
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to: meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours lecture per week.**

544. NURSING RESEARCH DESIGNS 3 hours credit
Builds upon knowledge of the research process learned at the baccalaureate level. Focuses on the importance of the research process in the development and testing of nursing theory. Emphasis is placed on the role of the advanced nurse practitioner as a consumer and practitioner of nursing research. **Prerequisite:** MATH 502. **Three hours lecture per week.**

545. RESEARCH DEVELOPMENT 1 hour credit
Provides peer and faculty support for the development of thesis research. **Prerequisites:** MATH 502, NURS 544. **One hour seminar per week.** Must take for two semesters for one credit each semester.

552. SPECIALIZED ROLES IN NURSING 2 hours credit
Provides a theoretical base for understanding the structure, functions and processes of organizations. Emphasis is placed on the commonalities between nursing service administration roles and clinical specialist roles in improving organizational effectiveness and efficiency for the delivery of health care to rural families. **Prerequisite or corequisite:** NURS 525. **Two hours seminar per week.**

554. ADMINISTRATION IN NURSING SERVICE 6 hours credit
Focus on the independent and interdependent functions of the nursing service administrator at various levels of decision making in an organization. Affords the opportunity to implement leadership strategies in selected clinical settings with a nursing service administrator as a mentor. Emphasizes the role of the advanced nurse practitioner as a change agent in planning, implementing and evaluating health care for rural families. **Prerequisites:** NURS 525, 552; BUAD 535 must be prerequisite or corequisite. **Two hours seminar, 12 hours clinical practice per week.**

556. CLINICAL NURSE SPECIALIZATION 6 hour credit
Focuses on the diverse clinical and organizational skills necessary for functioning effectively as a clinical nurse specialist in family nursing in varied clinical settings of a rural area. Affords the opportunity to gain expertise in conjunction with a qualified advanced nurse clinician role model and to develop in the leadership role as a family advocate and change agent. **Prerequisites:** NURS 525, 552. **Prerequisite or corequisite:** EDUC 472 or BIOL 552. **Two hours seminar, 12 hours clinical practice per week.**

558. MANAGEMENT OF FAMILY HEALTH I 5 hours credit
Focuses on health maintenance and primary care of stable, chronic health problems of individual clients and their families. Provides opportunities for the student to develop physical and psychosocial assessment skills with the application of relevant intervention strategies. Incorporated into the course content are health care concepts relevant to the provision of primary care to multicultural and rural populations. **Prerequisites:** NURS 512, BIOL 552. **Prerequisite or corequisite:** NURS 522. **Two hours lecture, nine hours clinical per week.**

559. MANAGEMENT OF FAMILY HEALTH II 5 hours credit
Focuses on health maintenance within childbearing and childbearing families. Includes management of normal pregnancy with the focus placed on prenatal care and home

care during the postpartum period. Identification and management of problems affecting children and their families are an integral part of this course. Women's health issues appropriate to the primary care setting are addressed. Management of acute self-limiting and stable chronic health problems that affect children's health and women's health. Incorporated into the course content are health care concepts relevant to the provision of primary care to multicultural and rural populations. **Prerequisites:** NURS 512, BIOL 552, **Prerequisite or corequisite:** NURS 522. **Two hours lecture, nine hours lab per week.**

580. SPECIAL TOPICS IN NURSING 1-3 hours credit
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles recorded with the registrar. May be taken as independent study. **Prerequisite:** Consent of the graduate nursing program faculty member. **One to three hours lecture, zero to two hours lab per week.**

590. THESIS 1 hour credit
Provides faculty support for completion of the thesis. **Prerequisite:** Completion of all course work. Must register for one credit for each semester working on thesis.

Philosophy (PHIL)

402. THE PROBLEM OF GOD 3 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

403. EXISTENTIALISM 3 hours credit
Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

406. PHILOSOPHY OF SCIENCE 3 hours credit
Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit
Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 101, 102 and one philosophy course or consent of instructor. **Three hours per week.**

475. SEMINAR IN PHILOSOPHY 3 hours credit
Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Up to three hours per week.**

Physical Education (PHEC)

406. ADMINISTRATION AND ORGANIZATION 3 hours credit
Problems of administration structure and procedures, program planning, organization of physical education classes and departments, and organization of athletic programs. **Prerequisite:** PHEC 250 or consent of instructor. **Three hours per week. (fall semester only)**

413. ADVANCED TRAINING AND SPORTS MEDICINE 3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed PHEC 313 or an equivalent. **Three hours per week. (spring semester only)**

415. CLINICAL ROTATION IN ATHLETIC TRAINING 3 hours credit
Exposes students to clinical situations which enhance their understanding of the etiologies pertaining to injuries, both athletic and non-athletic. Topics include recognition, treatment, care and rehabilitation of injuries. **Prerequisites:** PHEC 313, 413; HLTH 201. **Two hours lecture, seven hours clinical per week. (spring semester only)**

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION 3 hours credit
Interaction of physical education (sports) with the psychology and sociological development of the individual. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION 1-3 hours credit
Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits. **Prerequisite:** Consent of instructor.

Political Science (POSC)

401. POLITICAL THEORY 3 hours credit
Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

409. CAUSES OF WAR 3 hours credit
Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Prerequisite:** Junior/senior standing. **Three hours per week.**

411. INTERNATIONAL LAW 3 hours credit
Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

417. RUSSIA AND THE SOVIET UNION 3 hours credit
Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisites:** POSC 101 or 110. **Three hours per week.**

430. THE CONGRESS IN AMERICAN POLITICS 3 hours credit
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional

decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

440. PUBLIC ADMINISTRATION 3 hours credit
Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

480. STUDIES IN POLITICAL SCIENCE 3 hours credit
Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week.**

490. INDIVIDUAL RESEARCH 3 hours credit
Advanced students, under the direction of a faculty member, pursue a research project involving an in-depth reading program or the collection and analysis of data from primary sources. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing, consent of instructor who will direct the study. **Three hours per week.**

Psychology (PSYC)

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY 3 hours credit
Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or consent of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE 3 hours credit
Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or consent of instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY 3 hours credit
Survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY 3 hours credit
Study of basic integrating theories of psychology. **Prerequisite:** PSYC 211, 405 or 407 or consent of instructor. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY 3 hours credit
Study of the effects of the environment on human behavior. Consideration given to such topics as organizational structure and climate, architecture, population density and urban stress. **Prerequisite:** PSYC 101. **Three hours per week.**

415. MOTIVATION AND EMOTION 3 hours credit
Survey of experimental findings and theory of processes that energize and direct behavior. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

423. PSYCHOLOGY OF THE EXCEPTIONAL CHILD 3 hours credit
Study of children who vary from the norm including the gifted, physically handicapped, mentally handicapped, socially handicapped, emotionally disturbed. **Prerequisite:** PSYC 300 or 320 or EDUC 300 or consent of instructor. **Three hours per week.**

430. LEARNING THEORY AND ITS APPLICATION 3 hours credit
Acquaints students with the theoretical base and experimental data to support a united approach to human learning. Provides opportunities to directly apply learning theory to the education of the individual. **Prerequisites:** EDUC 300, PSYC 101, 211 (or equivalent) or consent of instructor. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY 3 hours credit
Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 211. **Three hours per week.**

450. SENSATION AND PERCEPTION 3 hours credit
Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

465. PRINCIPLES AND TECHNIQUES OF GROUP THERAPY 3 hours credit
Study of principles and techniques of group counseling/psychotherapy and their application. Includes a review of the psychological and historical development of group therapy and a study of the pertinent research. Discussions and role playing are important elements of this course. **Prerequisite:** Advanced standing. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY 1-3 hours credit
Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of six credits. **Prerequisite:** Consent of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY 1-3 hours credit
Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of six hours credit.

500. SEMINAR IN PROFESSIONAL PSYCHOLOGY 3 hours credit
Intensive study of current issues in the practice of psychology including legal and ethical issues, professional identity, practical issues related to working in community-based agencies and treating special populations. To be taken prior to enrolling in any practicum course. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

503. CHILDHOOD PSYCHOPATHOLOGY 3 hours credit
A study of behavioral problems in children and young people, ranging from mild personality disorders to psychoses. Special consideration is given to symptoms, etiology and treatment. **Prerequisites:** Master's degree student and consent of instructor. **Three hours per week.**

505. PERSONALITY ASSESSMENT 3 hours credit
Focuses on objective and projective personality assessment procedures, including questionnaires, situational tests, attitude scales and behavioral observation. **Prerequisites:** Admission to master's program in psychology or consent of program director, and PSYC 407. **Three hours per week.**

507. PSYCHOTHERAPY AND COUNSELING I 3 hours credit
The implications for the theory and practice of counseling that might be derived from psychodynamics and interpersonal and experiential sources are studied. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

508. PSYCHOTHERAPY AND COUNSELING II 3 hours credit

Acquaints the student with principles underlying learning and cognitive processes and their application to behavioral approaches to counseling and therapy. **Prerequisite:** PSYC 507 and consent of instructor. **Three hours per week.**

511. DIAGNOSTIC TESTS IN COUNSELING 3 hours credit

A study of diagnostic tests in counseling and their relationship to therapeutic procedures in order to better understand clients and improve effectiveness. **Prerequisite:** Master's degree student. **Three hours per week.**

513. ADULT PSYCHOPATHOLOGY 3 hours credit

Critical examination of issues related to the etiology, diagnosis and treatment of common and rare diseases. Emphasis on clinical decision making and diagnostic skills and understanding models of psychopathology. **Prerequisites:** Consent of instructor, and PSYC 302 or equivalent. **Three hours per week.**

520. INDIVIDUAL INTELLIGENCE TESTING 3 hours credit

Focuses on various individual intelligence and behavioral observation tests of children and adolescents. It emphasizes the administration and the reporting of individual intelligence test results. **Prerequisites:** Admission to the master's program in psychology or consent of program director and PSYC 403 or EDUC 532. **Three hours per week.**

521. PSYCHO-EDUCATIONAL ASSESSMENT 3 hours credit

Focuses on theory, research findings and clinical applications of major testing instruments for the learning disabled, mentally retarded, emotionally disturbed and physically handicapped. **Prerequisite:** M.A. student. **Three hours per week.**

524. CLINICAL PRACTICUM I 3 hours credit

First in a two-part series of practicum experiences, this course is designed to provide students with actual training experience in a variety of clinical settings. The course includes individual supervision and a weekly seminar on counseling processes and issues related to the roles and functions of counseling and school psychologists. **Prerequisites:** Admission to master's degree program in psychology, consent of instructor and completion of PSYC 500, 544, 507, 508. **Minimum of 10 hours per week plus supervision.**

525. CLINICAL PRACTICUM II 3 hours credit

The second in a two-part series of practicum experiences, this course is designed to provide students with counseling and assessment practice with clients who have personal, social, vocational and educational concerns. The course includes individual supervision and a weekly seminar on counseling processes and/or assessment issues consistent with the role and function of a counseling psychologist or school psychologist. **Prerequisites:** Consent of instructor and PSYC 524. **Minimum of 10 hours per week plus supervision.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project for students in Master of Education program concentrating in psychology. **Prerequisite:** Consent of department chair.

531. THESIS 3 hours credit**544. CLINICAL INTERVENTION SKILLS** 3 hours credit

Focuses on counseling as a communication process and covers such topics as the counseling relationships, verbal and nonverbal communication, helping stages, and therapeutic intervention strategies involved in the counseling process. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

555. EXPERIMENTAL DESIGN 3 hours credit

In order to provide students with the necessary research tools to adequately determine the effectiveness of various treatment approaches, this course focuses on the assessment of designs for research questions. **Prerequisite:** PSYC 560 or consent of instructor. **Three hours per week.**

560. STATISTICAL ANALYSIS OF EXPERIMENTS 3 hours credit

A coverage of the statistical procedures necessary to test hypotheses. Topics to be covered will include test of a single parameter and the differences between two or more parameters. **Prerequisite:** Master's degree student. **Three hours per week.**

566. ADVANCED GROUP THEORY AND PRACTICE 3 hours credit

Students receive training and knowledge in the areas of theoretical models for groups, techniques and exercises in facilitating the group process, practice in groups and self-analysis experiences. **Prerequisite:** PSYC 465. **Three hours per week.**

575. GRADUATE SEMINAR ON AGING 3 hours credit

An intensive survey of some aspects of human aging. It covers theories, retirement, middle age problems, work, leisure, physical aspects of aging, education and opportunities for the aged. It is designed to make students sensitive to the needs of the aged. **Three hours per week.**

Social Science (SOSC)**400. CURRENT PROBLEMS** 3 hours credit

Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. **Three hours per week.**

Social Work (SOWK)**450. SOCIAL WORK WITH FAMILIES AND CHILDREN** 3 hours credit

Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES 3 hours credit

Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS 3 hours credit

Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE 3 hours credit

Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH 3 hours credit

Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

484. SOCIAL WORK AND THE LAW 3 hours credit

Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 1-3 hours credit

Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

Sociology (SOCI)**409. SOCIOLOGY OF EDUCATION** 3 hours credit

Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY 3 hours credit

An analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY 3 hours credit

An analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 3 hours credit

Number reserved for courses approved as an experimental response to student interest or community need. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** SOCI 101 or consent of the instructor. **Three hours per week.**

516. INDIVIDUAL DIRECTED STUDY 3 hours credit

Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** Six hours in sociology, a concentration in sociology and consent of instructor who will direct the study.

Spanish (SPAN)**405. SPECIAL PROBLEMS ON SPANISH** 1-6 hours credit

Individual study of special areas in Spanish linguistics, such as phonetics and diction in the history and evolution of the language or in Spanish and Latin American literature. Advice and direction from a member of the department required. May be repeated by same student with new content. **Prerequisite:** SPAN 320, 321 or consent of department chair.

412. SPANISH LITERATURE OF THE GOLDEN AGE 3 hours credit

Study of selected masterpieces of Spanish literature of the *Siglo de Oro*. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

415. NINETEENTH AND TWENTIETH CENTURY SPANISH LITERATURE 3 hours credit

A study of the development of movements in Spanish literature of this period through selected works of outstanding authors. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

417. NINETEENTH AND TWENTIETH CENTURY SPANISH AMERICAN LITERATURE 3 hours credit

A study of the development of movements in Spanish American literature of the 19th and 20th centuries. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

418. CONTEMPORARY LITERATURE IN SPANISH 3 hours credit

A study of selected contemporary works in Spanish. Selection varies from year to year. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

495. SPANISH FOR PROFESSIONAL AND SERVICE PERSONNEL I 3 hours credit

Students develop fluency in spoken and written Spanish. Situational dialogues in cross-cultural settings underline practical intent. Specific applicability for migrant teachers, social workers, business and hospital personnel. **Three hours per week.**

496. THE BILINGUAL, BICULTURAL CLASSROOM 3 hours credit

Preparation for those in education whose work may involve contact with students and parents from different language and cultural backgrounds, with emphasis on the problems and needs of the Spanish-speaking child. Studies include cross-cultural communication, survival skills in Spanish and culturally relevant materials. **Three hours per week.**

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GEORGE C. RUBENSON, Associate Professor of Management and Associate Dean, Franklin P. Perdue School of Business
B.A., Miami University (OH); M.A., Central Michigan University; Ph.D., University of Maryland College Park

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B.A., Dominican College; M.B.A., University of Wisconsin-Milwaukee; Ph.D., University of California Los Angeles

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B.S., M.S., University of Karachi (Pakistan); M.S., Ph.D., University of Calgary (Canada)

KATHLEEN SHANNON, Associate Professor of Mathematical and Computer Sciences
B.S., College of Holy Cross; M.S., Ph.D., Brown University

FRANK M. SHIPPER, Professor of Management
B.S.M.E., West Virginia University; M.B.A., Ph.D., University of Utah

DONALD L. SINGLETON, Associate Professor of Communication Arts
B.A., University of North Carolina at Chapel Hill; M.A., University of California Los Angeles; Ph.D., University of Oklahoma

CLARA L. SMALL, Associate Professor of History
B.A., M.A., North Carolina Central University; M.A., St. John's College; Ph.D., University of Delaware

ALLEN N. SMITH, Assistant Professor of Communication Arts
B.A., Shimer College; M.A., Southern Illinois University; M.A., Ph.D., Michigan State University

KENNETH J. SMITH, CPA (Maryland), Professor of Accounting
B.S., Towson State University; M.B.A., Loyola College; D.B.A., George Washington University

ROBERT M. SPERY, Assistant Professor of Legal Studies, Affirmative Action Officer and Special Assistant to the President
B.S., Fairmount State College; J.D., West Virginia University

GERALD R. ST. MARTIN, Associate Professor of Modern Languages
B.A., Assumption College; M.A., Ph.D., University of Minnesota

EDWARD J. STEFFES, Associate Professor of Sociology
B.A., St. Vincent College; M.A., Ph.D., University of Pittsburgh

POLLY STEWART, Professor of English
B.A., University of Utah; D.A., Ph.D., University of Oregon

JACK STOVALL, Associate Professor of Physical Education
B.S., M.A., C.D., Ph.D., University of Michigan

NATALIA MARIA HOENIGMANN STOVALL, Associate Professor of Psychology
B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of North Carolina at Greensboro

ALFRED K. TALBOT JR., Professor of Sociology
B.S., M.A., Hampton Institute; Ed.D., The College of William and Mary

ROBERT M. TARDIFF, Professor of Mathematical and Computer Sciences and Department Chair
B.S., St. Martin's College; M.A., Ph.D., University of Massachusetts

DEBRA H. PANIAN THATCHER, Assistant Professor of Education
B.A., University of Wyoming; M.Ed., Ph.D., University of South Carolina

CALVIN R. THOMAS, Associate Professor of Geography and Regional Planning and Department Chair
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Tennessee

G. RAY THOMPSON, Professor of History and Department Chair
B.A., Fort Hays State University; M.A., Ph.D., University of Kansas

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B.A., M.S.W., Ohio State University; Ph.D., University of Maryland at Baltimore

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JOHN L. TYVOLL, Associate Professor of Chemistry
B.S., Ph.D., University of Southern Mississippi

RONALD R. ULM, Professor of Psychology
B.A., Kent State University; M.A., Temple University; Ph.D., University of Delaware

LORETTA STOOPS VERPLAETSE, Assistant Professor of English
B.A., University of Illinois Urbana; M.S.Ed., Syracuse University; Ph.D., Boston University

MICHAEL WATERS, Professor of English
B.A., M.A., State University of New York College at Brockport; M.F.A., University of Iowa; Ph.D., Ohio University

JAMES M. WELSH, Associate Professor of English
B.A., Indiana University; M.A., University of Kansas

JOHN P. WENKE, Professor of English
B.A., University of Notre Dame; M.A., Ph.D., University of Connecticut

ROBERT J. WESLEY, Professor of Communication Arts
B.A., M.A., Ph.D., Wayne State University

RAYMOND A. WHALL JR., Professor of English and Director of Thomas E. Bellavance Honors Program
B.A., Canisius College; M.A., California State University, Long Beach; Ph.D., University of Colorado

INTENDED PLAN OF GRADUATE STUDY

- ☐ M.A. English
- ☐ M.A. Psychology
- ☐ M.A. Teaching
- ☐ M.B.A.
- ☐ Non-degree (graduate level)

- M.Ed. in:
- ☐ Early Childhood Education
 - ☐ Elementary Education
 - ☐ Middle/Secondary Education
 - ☐ English
 - ☐ History
 - ☐ Mathematics
 - ☐ Science
 - ☐ Post Secondary Education
 - ☐ Reading
 - ☐ School Administration

- Nursing
- ☐ M.S. Program
 - ☐ Dual Degree (B.S./M.S.)
 - ☐ Family Nurse Practitioner

Undergraduate college															State	
ETS Code				Degree received				Date awarded (mmyy)				GPA				
Undergraduate college															State	
ETS Code				Degree received				Date awarded (mmyy)				GPA				

Submit official transcript(s) from institutions which awarded undergraduate degree(s).

- Have you taken undergraduate courses at SSU previously? ☐ Yes ☐ No
- Have you taken graduate courses at SSU previously? ☐ Yes ☐ No
- Have you taken graduate courses at another institution previously? ☐ Yes ☐ No

If yes, submit official transcripts and complete the following:

Graduate college															State	
ETS Code				Degree received				Date awarded (mmyy)				GPA				
Graduate college															State	
ETS Code				Degree received				Date awarded (mmyy)				GPA				

Current employer										Employer phone									
Signature _____ Date _____																			

Send completed application with parts II and III, if applicable, along with a \$30 nonrefundable application fee to:
 Salisbury State University, Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862. Enclosed is the \$30 payment in the form of: ☐ Cash (in-person only); ☐ Check; ☐ Money order; ☐ Visa or ☐ MasterCard:

Credit card number															Expiration date (mmyy)				
Authorized signature										Authorized name as appears on the card									

☐ Other, specify source of payment _____ ☐

SALISBURY STATE UNIVERSITY

RESIDENCY/DOMICILE INFORMATION

Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161

This form is required ONLY of Maryland applicants. To qualify for Maryland resident tuition and fees you must submit the following information. Failure to complete all of the questions will result in a non-Maryland resident classification. For questions that are not applicable, please use "N/A." Please print or type.

Applicant's last name															Social Security number				
First name															Middle initial				
Semester applying for _____																			

☐ Undergraduate degree student ☐ Graduate student ☐ Undergraduate non-degree student

A. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a regular employee of the University of Maryland System and reside outside of Maryland?
☐ Yes ☐ No If yes, please attach letter of verification from the Human Resources Office of the campus at which you are employed.

B. Are you a graduate assistant? ☐ Yes ☐ No

C. Do you receive any type of financial aid (loan, scholarship, grant) from a state other than Maryland? ☐ Yes ☐ No If yes, from which state? _____

D. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a full-time member of the Armed Forces? ☐ Yes ☐ No
 If yes, list expected date of separation of service member: _____ - _____ - _____ Please attach a copy of most recent orders.

E. On whom will you be financially dependent for your educational and living expenses while attending SSU? _____

F. For the 12 months preceding your term of application:

1. Have you been claimed as a dependent on a federal and/or state income tax return? ☐ Yes ☐ No
2. Has another person or persons provided one-half or more of your financial support? ☐ Yes ☐ No
3. If the answer to either 1 or 2 above is "yes," provide the following information about the persons claiming you and/or providing your financial support. If you answered "no" to both 1 and 2, proceed to questions G-P and complete the information based on yourself.

Name _____ Relationship to Applicant _____ If spouse, date of marriage _____ - _____ - _____

The following questions MUST be answered by the person indicated in F-3 above. If question F-3 is blank, the applicant MUST answer these questions.

G. Home Address _____

City _____ State _____ Zip _____ Telephone (____) _____

Length of time you have lived at your current address: From _____ - _____ - _____ to _____ - _____ - _____
 If less than 12 months, list previous address: _____

Street Address _____ City _____ State _____ Zip _____

Length of time at previous address: From _____ - _____ - _____ to _____ - _____ - _____

H. Are you a citizen of the United States? ☐ Yes ☐ No If no, type of visa _____ Attach copy of visa if not for "F" or "J" visa

Expiration Date _____ - _____ - _____ Alien Registration Number _____ Date Issued _____ - _____ - _____

I. In which state are substantially all your possessions? _____ J. In which state are you registered to vote? _____ Date of registration _____

K. From which state do you hold a valid driver's license? _____ License Number _____

How long have you held a driver's license issued in the state of Maryland? _____

L. Are all owned motor vehicles registered in Maryland? ☐ Yes ☐ No Original date of registration(s) _____ - _____ - _____
 Most recent date of registration _____ - _____ - _____

M. Have you paid Maryland income tax for most recent year on all earned income including all taxable income earned outside the state? ☐ Yes ☐ No

N. List the state(s) and year(s) in which you have filed income tax for the last three years: State _____ Year _____; State _____ Year _____; State _____ Year _____
 If you did not file a tax return in Maryland within the last 12 months, state reason: _____

O. If employed, is Maryland income tax currently being withheld? ☐ Yes ☐ No

P. Did you receive public assistance from any state other than Maryland? ☐ Yes ☐ No

I certify that the information on this application is complete and correct. I understand that incomplete information will result in non-resident tuition rates. Should any information provided be found inaccurate after Maryland residency has been approved, the University reserves the right to bill for the difference between non-resident and resident rates for all semesters where resident tuition was inappropriately charged.

Signature of Person Indicated in F-3 Above _____

Date _____

POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE DIFFERENTIAL PURPOSES

I. Policy

It is the policy of the Board of Regents of the University of Maryland System to recognize the categories of in-state and out-of-state students for purposes of admission, tuition and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state status.

A. Students who are financially independent or financially dependent, as hereinafter defined, shall have their residency classification determined on the basis of permanent residence. For purposes of this policy, a permanent residence is a person's permanent place of abode as determined by the following criteria. Such students will be assigned in-state status for admission, tuition and charge differential purposes only if the student (if financially independent) or the student's parent, guardian or spouse (in the case of a financially dependent student):

1. owns or rents and occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Students who do not have a lease of this type may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made as a consideration for meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse;
2. maintains within Maryland substantially all personal property;
3. pays Maryland income taxes on all earned taxable income including all taxable income earned outside the state;
4. registers all owned motor vehicles in Maryland in accordance with Maryland law;
5. possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law;
6. is registered in Maryland, if registered to vote;
7. receives no public assistance from a state other than the state of Maryland or from a city, county or municipal agency other than one in Maryland; and
8. has a legal ability under federal and Maryland law to reside permanently without interruption in Maryland.

B. In addition to meeting all of the criteria set forth in the preceding section, to qualify for in-state status on the basis of permanent residence, a student or, if the student is financially dependent, the parent, legal guardian or spouse, must have resided in Maryland for at least twelve (12) consecutive months immediately prior to and including the last date available for late registration for the forthcoming semester or session and must have continuously resided in Maryland during that period.

C. If a student is financially dependent, as hereinafter defined, the permanent residence of the parent, guardian or spouse on whom the individual is dependent shall determine in-state status. If a student is financially independent, the permanent residence of the student shall determine in-state status.

D. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.

E. In addition, the following categories of students shall have in-state status:

1. a full-time or part-time (at least 50 percent time) permanent employee of the University of Maryland System;
2. the spouse or dependent child of a full-time or part-time (at least 50 percent time) permanent employee of the University of Maryland System;
3. a full-time active member of the Armed Forces of the United

States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person; and

4. a graduate assistant.

F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge differential purposes.

II. Procedures

A. The date on which conditions for in-state classification must be met is the last published date to register for the forthcoming semester or session. In those instances where an entering class size is established and where an application deadline is stated, institutions may require that conditions for in-state classification be satisfied as of the announced closing application date.

B. A change in status must be requested in writing by a student prior to the last published date of registration in order to be effective for that semester or session. A student applying for a change to in-state status must furnish appropriate documentation as required by the institution.

C. The student must notify the institution in writing within fifteen (15) days of any change of circumstances which may alter in-state status.

D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke an assignment of in-state status in addition to other disciplinary actions provided for by the institution's policy.

E. Each institution of the University of Maryland System shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency requirement as set forth in IA and IB, if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result. Such procedures must provide for appeal to the president or designee of any residency determination using a system-wide petition form (Appendix A). These procedures shall be filed with the Office of the Chancellor.

III. Definitions

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian or spouse during the 12-month period immediately prior to the last published date for registration or the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support.

B. Financially Independent: A financially independent student is one who: declares to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax returns of any other person; receives less than one-half of his or her support from another person; and demonstrates that he or she provides, through self-support, one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent or, if established by a court order recognized under the law or the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Support:

1. Except as set forth in (2) below, support shall mean financial or material support, including gifts, services, and trusts, income or benefits derived from one's family.

2. Support shall not include grants, stipends, awards and benefits (including federal and state student aid, grants and loans) received for the purpose of education or by virtue of an individual's status or prospective status as a student. Such resources shall not be considered in calculating a student's financial dependence or independence.



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